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ABSTRACT

This guidebook is designed as a brief introduction to the use of attitude research as a tool in the student recruitment process. Opinion and attitude research are briefly described from the perspective of the academic communicator. Topics include the following: the difference between opinion and attitude research, the two basic forms surveys usually take, conducting opinion research studies, selecting an opinion research organization, types of services opinion research firms are offering and some of the costs involved, and some things academic administrators ought to be aware of as they consider such research. Other aids include the following: selected reference sources on youth attitudes; a questionnaire used in student recruitment; some guidelines for doing your own mail survey by Cletis Pride; a University of Pittsburgh comprehensive questionnaire of alumni opinion; a University of British Columbia sample questionnaire of alumni attitudes and a summary of results; a Hood College alumnae opinion questionnaire; a questionnaire concerning alumni of St. John's University, New York City; a West Virginia University faculty-staff opinion survey; a West Virginia University survey of student opinion; a State University of New York at Buffalo citizen opinion poll; a University of Richmond business and community survey; and a University of Maryland alumni survey. (SW)

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CASE

A CASE HANDBOOK

Attitude and Opinion Research

why you need it / how to do it

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INTRODUCTION

If you want to communicate effectively, you can't just send messages. You need to listen. Face-to-face communication works so well because we get immediate feedback. By listening to our friend (or prospect or alumnus or newspaper editor), by watching his or her expression, by being attentive to "body language," we can tell how to adapt our message and make it more persuasive.

When we communicate with large groups through direct mail, the alumni periodical, special events, and so on, feedback becomes more difficult. But it is just as important. We can't rely on letters we receive or comments from a few people. These probably don't reflect accurately the views of the group. Instead, we need to set up formal methods of obtaining feedback. That's where attitude and opinion research comes in.

This handbook will introduce you to the subject, indicate the advantages of getting professional help, and tell you how to do your own mail surveys. Here you will also find nine sample questionnaires. They have helped CASE member institutions measure the opinions of alumni, students, faculty-staff, business leaders, local voters, and readers of the alumni magazine.

As education faces new problems of financing, enrollment, and understanding, we in institutional advancement need to be more persuasive than ever in our communications. This doesn't mean just sending more -- and more sophisticated -- messages. It also means studying our audiences and tailoring communications and programs that will influence them. To this end, CASE hopes that you will find this handbook helpful.

Virginia L. Carter, Vice President

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Part One

OPINION AND ATTITUDE RESEARCH

About the Author

Dr. Walter Lindenmann is an experienced educational communicator, as well as sociologist and specialist in survey research. A former director of university relations for a major private university, he also has served as public information officer for a state education agency, as an educational consultant to industry, and as an education editor and writer. He holds the Ph.D. in the sociology of education from Columbia University. His memberships include the American Association for Public Opinion Research and the American Educational Research Association.

About Hill and Knowlton, Inc.

The firm is an international public relations/public affairs counsel, headquartered in New York City, with three dozen regional and associate offices in the U.S. and Canada as well as with offices in numerous foreign cities. It has provided special youth and educational counseling services since 1950, and has carried out a number of attitude and program research studies for academic institutions and educational organizations. The firm's headquarters are at 633 Third Avenue, New York, N.Y. 11017. 212-697-5600.

OVERVIEW

Attitude research is the essential first step toward improved communications with any audience, from alumni and parents to business people and students.

The reason is obvious. If you don't find out in advance how your target audiences think, feel, and react to different issues of concern to you, it will be that much harder for you to effectively reach them in language they will understand. If you haven't bothered measuring their opinions, you can't possibly talk to them in their terms. Or, to put it more precisely, if you don't know what's bothering them, you can't offer them advice, information, and suggestions specifically related to their needs.

All of this is especially important when it comes to communicating with prospective students as part of a college or university recruitment effort. You're at a serious disadvantage if you haven't surveyed your target audience -- the new students you're trying to enroll.

This guidebook is designed as a brief introduction to the use of attitude research as a tool in the student recruitment process. In it, we briefly describe opinion and attitude research from the perspective of the academic communicator. In addition, we offer a selective reference list of recent surveys of student opinion and cite some suggested information sources to better understand youth attitudes. We also include two sample questionnaires designed for use in improving communications in college recruitment.

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OPINION AND ATTITUDE RESEARCH

For academic professionals in admissions, alumni, development, and public relations offices who need to reach more effectively their target audiences, opinion and attitude research often respresents the first step in planning new programs and activities. Because of this, if such research is to have any value, it ought to provide them with usable information. These professionals need meaningful statements about the institution's various constituencies and how they feel. These attitudes and opinions can then be used by college executives in program planning.

Much of the opinion research that most of us regularly see offers interesting facts and figures about how the public feels, but is not -- at least from the view of most academic officers -- really useable in program planning, simply because the facts are not extensive enough, have not been completely evaluated, or have not been put in proper context. The findings of the popular pollsters that we read about in newspapers and news magazines are thus interesting but often of limited value. Those in academic communication usually need something with more substance.

It is with this in mind that this section very briefly and generally gives an overview of the state of the art of opinion and attitude research from the point of view of those in academic public relations, development, alumni relations, and admissions. We focus here on the following items:

- -- A brief look at what exactly is opinion and attitude research.
- -- A description of the two basic forms surveys usually take.
- -- Some thoughts on conducting opinion research studies.
- -- Suggestions on selecting an opinion research organization.
- -- A description of the types of services opinion research firms are offering and some of the costs involved.
- -- A brief checklist of some things academic administrators ought to be aware of as they consider such research.

There are literally hundreds of opinion and attitude research organizations in the United States today. The American Association for Public Opinion Research -- the organization to which most of those who are knowledgeable in the field belong -- currently has more than 700 individual members. Most of these people specialize in one particular type of attitude research -- market and consumer research--, although many are equally adept at carrying out a broad variety of other types of studies, including communications and media research, youth surveys, image studies, and regional opinion surveys and polls. To understand how best to utilize the services of these many firms, we need first to take a quick look at what basically is involved in opinion and attitude research.

I. Opinion and Attitude Research -- What It's All About

Most people use the terms opinion research and attitude research interchangeably, but there is a distinct difference between the two and it is important to know the difference. An attitude usually refers to the full range of impressions a person holds toward a social object, including what the person says (verbal expressions), what the person knows and thinks (mental predispositions), what he or she feels (emotions), and how the person is inclined to act (motivational or drive tendencies). An opinion usually refers only to the verbal expression of a person's attitude -- that is, only to what a person says about an object. Thus, because so many factors make up an attitude, measuring attitudes is usually quite sophisticated and complex, and -- for the budget-minded college administrator -- can be quite expensive. Measuring opinions is usually relatively simple and also less expensive.

The methodology of attitude research relies on a broad assortment of different techniques -- among them, the survey, the laboratory experiment, various methods of observation, projective tests, content analysis, etc. The methodology of opinion research usually relies on only one of these techniques -- the survey.

Since the survey is the principal method of research with which most executives who do program planning get involved, we will concentrate only on this method. In attitude research, when the survey technique is employed, it usually makes use of a complex, multiple-item questionnaire in order to collect data so refined and precise that they are suitable for statistical analysis using attitude and rating scales. In opinion research, the survey usually makes use of a relatively simple single-item questionnaire -- with only one question asked for each issue being probed -- thus resulting in data that are much broader and general in scope.

From this, it can be seen that attitude research, with its sophisticated methodology and its intensive probing into the various components that make up an attitude, is ideal for the sociologist or psychologist trying to determine cause and effect, or for the market researcher who needs to better understand the psychology behind consumer buying behavior. On the other hand, opinion research, which studies only what people say about something -- thus examining just the surface or expressed views of individuals -- is better suited for the politician who wants some idea how citizens say they are planning to vote or by the magazine editor, who wants to know the interests of readers.

For program planners in public relations, development and alumni offices on college campuses, attitude research is usually too complex and sophisticated for their needs, telling them far more than they need to know, particularly about the psychology of the individual; whereas, opinion research is very often too simplistic, not telling enough. What those in college program planning require is a type of research that combines the best features of both.

The usual answer to this problem is to rely on surveys that emphasize personal interviews and that use as their chief instrument an open-end questionnaire -- that is, a questionnaire that allows the respondent to answer as freely as he wants, in his own words. This method is often called the "depth interview technique." Its success hinges on the interviewer's skill in using non-directive techniques to guide the respondent to discuss the objects in question and thus reveal -- often indirectly and unconsciously -- something about his opinions and attitudes. Depth interviewing can be expensive because of the time involved, both in conducting the interviews and in analyzing the findings. Critics claim the technique is unscientific, because the findings usually cannot be quantified and thus measured statistically. But the chief value of the technique is that it effectively provides program planners with the substance needed, as well as with meaningful clues to the intensity, magnitude, and direction of attitudes.

II. Basic Forms of Surveys -- Descriptive vs. Explanatory

When the survey is used in conducting either opinion or attitude research, it usually takes one of two basic forms -- it is either a descriptive survey or an explanatory survey. These two distinctly different types of surveys are exactly what their names imply. The descriptive survey gives a description of the feelings of some segment of the public. In layman's language, it is the typical public opinion poll, describing the views of the population from which the sample of the respondents is drawn. The explanatory survey, on the other hand, is concerned chiefly with the development of theoretical statements about relationships and processes. It tries to get to the root of the problem, to offer explanations for opinions and attitudes that exist.

Almost all of the opinion or attitude research studies which most academic administrators come across fall into the descriptive survey category. This is understandable but also somewhat unfortunate. There is obviously a good deal of interest in knowing something about the views held by segments of the population. But these descriptions can have only limited value in suggesting or developing programs upon which new approaches for appealing to the public can be built. This is because the descriptive survey all too often merely tells what are the views held by certain people, without offering analysis of the significance of the views or an interpretation as to why these people have the particular views they do. The explanatory survey tries to better understand the whys.

The ideal survey, obviously, is the one which combines both descriptive and explanatory elements within the framework of the same study -- that is, it attempts to both describe and explain views held by the public.

III. Conducting Opinion and Attitude Research Studies

It should be clearly understood that successful opinion and attitude research is not for amateurs. College and university executives who have never done

such research would be better off consulting with experts, rather than to try to conduct such studies completely by themselves. This is difficult advice to give, especially in these economic times when most colleges and universities are pressed for funds, and cannot always go off campus to hire experts.

Nevertheless, there can be serious drawbacks when development and alumni officers who are inexperienced in conducting survey research try their hand at such studies without professional help. One drawback is time. Most college and university administrators are already hard pressed for time in carrying out their regular duties. Conducting an opinion and attitude research study -- and doing the job properly -- can be quite time-consuming and this needs to be taken into consideration by program planners.

Another drawback could be the problem of bias. A college communications officer carrying out his or her own research can sometimes inadvertently build biases into the study, without even realizing it. This can jeopardize the reliability and validity of the entire research.

Academic communicators who do wish to carry out their own research in-house should first consult with professional researchers on campus, such as those individuals who staff the institution's own academic facility, or those members of the faculty who regularly teach classes in market research or management. They can be quite helpful in avoiding pitfalls.

There are several good reference works in the field which also can be very helpful. For a thorough orientation to what's involved in opinion and attitude research, a text in social psychology first published almost 30 years ago is still hard to beat. The book, Theory and Problems of Social Psychology by David Krech and Richard S. Crutchfield (New York: McGraw-Hill Book Co., Inc., 1948), contains two very excellent chapters on opinion research -- one, Chapter VII, called "The Measurement of Beliefs and Attitudes," and the second, Chapter VIII, called "Public Opinion Research." Although the bibliographic references are obviously dated, these chapters are still outstanding starting points for those needing a quick introduction to the field.

Other good references include the book, Public Relations and Survey Research, by Edward J. Robinson (New York: Appleton-Century-Crofts, 1969), a text prepared under the auspices of the Foundation for Public Relations Research and Education; the book, Professional Mail Surveys, by Paul L. Erdos (New York: McGraw-Hill, 1970), an easy-to-follow text by a recognized authority in market research; and the introductory text, Surveys, Polls and Samples: Practical Procedures, by Mildred Parten (New York: Cooper Square Publications, 1966), a how-to-do-it book that first appeared on the market 25 years ago but still is quite highly regarded.

A four-page article, "Let's Take A Survey," by Dr. Cletis Pride which appeared in the June, 1973 issue of Techniques, a publication of the American College Public Relations Association (now the Council for the Advancement and Support of Education) is also worth consulting. It is included in this handbook.

IV. Selecting an Opinion Research Organization

Most major opinion research organizations and counselors in the country are obviously equipped to carry out, with differing degrees of competence and at competitive costs, the various methods and techniques already described -- including the opinion and attitude research studies, the depth interview technique, and the descriptive or explanatory surveys. These research organizations are in a position to suggest the best and most efficient research approach for the academic communicator to take in order to obtain all the information that is needed.

However, it would seem important for college executives also to be aware of some of the finer distinctions we have made between varying methods of survey research for two obvious reasons: 1) It puts the administrator in a position to better evaluate the broad array of services the research organization is offering; 2) It enables the planning officer, who has to eventually use the information he or she receives, to play a key role in designating the particular type of research approach he or she feels best suited to his or her own needs, rather than leaving this important decision solely to the discretion of the research organization.

As already mentioned, there are hundreds of opinion research organizations. Two good reference sources that can help academic professionals in selecting the research organization most appropriate to their needs and suited to their pocketbook are these: The International Directory of Marketing Research Houses and Services, published by the New York Chapter of the American Marketing Association, 60 East 42nd Street, New York, New York 10017 (1976 Edition costs $18.00) and the listing of agencies and organizations represented in the membership in the American Association for Public Opinion Research, available from AAPOR, 420 Lexington Avenue, Suite 1733, New York, New York 10017.

V. Services Offered by Research Organizations

Most research firms, in the literature they distribute describing their capabilities, list a varied number of types of studies they do of interest to those in academic communications. They include: local and regional opinion surveys and polls, employee attitude surveys, media audience and readership studies, image research, alumni surveys, community studies, youth research, opinion leader research, and public affairs studies.

Each of these studies is usually quite different in content and form from the next study, because different audiences are involved and this obviously requires different strategies to reach the respondents. Yet, even taking these differences into account, almost all of these studies fall under the same general heading of opinion and attitude research, and thus the same broad principles of methodology apply to all of them. That is, all of them tend to proceed through the same following basic steps:

-- The development of a research design or strategy.
-- The drawing of a sample representative of the population being measured.
-- The development of a questionnaire or interview schedule.
-- The conducting of a pretest or pilot study of the questionnaire, making refinements as needed.
-- Carrying out the actual field work.
-- Collecting the data and then coding and tabulating the findings.
-- Preparation of a written report.

Most organizations like to come in at the beginning of a project and carry it through to completion -- and this is the ideal -- but under certain circumstances there is no reason why a firm should not be asked to carry out only one or several steps out of the above procedures, leaving some of the other steps to another organization, or to the college public relations or development office

In selling their wares, research firms generally offer clients one of the following three types of services: what might be called "shirt-tail studies," "custom-tailored studies," and "monitoring services."

1. Shirt-Tail Studies

"Shirt-tail" studies are highly generalized national opinion polls in which several clients are invited to participate at the same time in order to cut costs. They usually go under the more sophisticated heading, "shared-cost projects," but "shirt-tail" may be a more meaningful title because it clearly indicates what happens: The research firm that is going to conduct its national survey of public opinion will do it at whatever time is most convenient to itself, whether or not you or your college is ready to participate. If you want "in," you are allowed to "shirt-tail" one or two or even several questions of your own choice onto the main questionnaire that will be used. Usually, you are billed on the number of questions you ask.

Most of the larger, private research firms have regularly scheduled "shirt-tail" operations, usually conducted every second or third month. For example, Opinion Research Corporation of Princeton, New Jersey has what it calls "Caravan Surveys"; Response Analysis Corporation of Princeton, New Jersey has a service called "Parameters"; Field Research Corporation, a California-based research organization headquartered in San Francisco, has what it calls "Fieldscope"; and Gilbert Youth Research, Inc. of New York City has its "Omnibus Survey of Young People."

Costs are usually competitive, ranging from $400 to $1,200 per question, depending on the size of the total sample and on whether the question is precoded (closed) or free response (open-end). A few of the "shirt-tail" studies are targeted at special audiences, such as youth or business executives, but most

are aimed at the typical, randomly selected cross section of the adult population. The sample usually ranges in size from 500 to 2,000 respondents.

These studies are probably the least expensive and the quickest in terms of delivery of findings which can be bought. Usually, clients that purchase this service end up spending somewhere between $2,000 and $10,000. These studies are quite valuable in getting quick answers to some basic questions relating to opinion. However, there is often no evaluation or analysis of the findings, and sometimes the final report to the client consists only of a set of tables giving in percentage form a distribution of replies.

2. Custom-Tailored Studies

These are full-length studies which a research organization will carry out exclusively for one client. They are custom-tailored to meet the needs of the particular client, and thus include only questions which the client wants answered and only the sample that the client is interested in knowing more about.

Typical of this type of study was one carried out by a well-known research organization for an industrial firm a few years ago. The sample consisted of 2,000 persons representative of a nationwide cross section of the adult population, 500 additional persons representing individuals in the most prosperous economic levels, and 400 extra persons representing employees of the particular industry being studied. The technique utilized was personal interviews lasting between 30 and 45 minutes each. The instrument used was a multiple-choice questionnaire, with respondents being asked 60 different questions. The final report to the client consisted of a detailed written analysis and evaluation, as well as more than 200 cross tabulations.

The cost of studies such as these -- when they are national in scope -- usually range from $40,000 to $100,000 depending upon the number and range of questions, whether they are open or closed, and on the sophistication and extensiveness of the analysis. The particular study cited above cost the client $55,000. An officer of a competing research firm, when asked recently to estimate the average cost of such custom-tailored studies today, replied: "The going rate right now for the typical 2,000-sample national cross-sectional study which uses personal interviews lasting up to an hour each -- with a closed questionnaire -- is about $75,000 for the entire survey." Costs go even higher when the sample consists of a highly specialized audience, and includes open-end questions.

Most such custom-tailored research is clearly out of the price range of college and university communications departments. But it is important that academic administrators be aware of such studies, since it is always possible to design a special low-cost project for a school that is interested in limiting the range of its overall inquiry. With the competition for new students growing more intense with each passing day, more and more colleges are giving consideration to conducting custom-tailored research studies that help the institutions to better define the markets they are trying to reach.

3. Monitoring Services

In recent years, several research organizations have been offering clients a service somewhat different from the two described above, but with elements of both. The format varies depending upon the firm, but the service could easily be called a form of opinion "monitoring."

What the research firm does is conduct periodic assessments of the opinions of different segments of the public toward certain significant issues in the news. For example, currently these firms are measuring changing trends in opinion toward environmental quality and what people feel are the best ways to solve problems relating to pollution.

An organization may purchase the results of such a monitoring of public opinion on one given selected issue -- or on several issues -- even though the client may not have asked beforehand to have particular questions of his or her own choice included in the original field work. In other words, the client is buying only survey results, or general information.

The more general the information the client receives, usually the lower the cost. The more specifically related to the client, the greater the cost, simply because the research firm needs to make a special effort to isolate from its findings that data in which the client is most interested.

Cost of these monitoring services varies from several hundred dollars for a periodic assessment of public opinion on a variety of issues to as high as $25,000 or $30,000 for more detailed and precise assessments that not only analyze the data from the client's immediate perspective, but also in comparison to public opinion in the past.

The cost-shared element of monitoring services makes them somewhat comparable to shirt-tail studies described above. The fact that the data can be precisely analyzed to take into account all of the particular needs of a client also gives such services a custom-tailored element.

Budget-conscious college and university public relations and development officers should also be aware that there are a growing number of low-cost general survey research monitoring services which they can purchase for quite reasonable sums.

For example, the Roper Public Opinion Research Center located at Williams College in Williamstown, Massachusetts has, since January, 1973, been publishing a monthly report called Current Opinion, which digests the results of recent surveys conducted by leading opinion research organizations throughout the country. Each month, this periodical highlights between 12 and 15 different surveys that have been carried out both in the United States and abroad. Many of these studies relate to the attitudes of young people. One-year subscriptions to this service cost $30 for non-profit organizations.

For more than 30 years, the Measurement and Research Center of Purdue University has been conducting its Purdue Opinion Panel, which regularly surveys the attitudes, beliefs, and behavior of American high school-age youth. Three research reports a year are published, at a cost of only $2.50 each. Subscription information is available from the Center, located at Purdue University, West Lafayette, Indiana 47907.

VI. A Check-List for Academic Communicators In Considering Opinion Research

There are a number of things college or university communicators should think about or watch for as they plan for an opinion or attitude research study, to make sure that they are getting exactly what they need. Following is a checklist of some of the major factors that ought to be kept in mind:

1. Before any opinion research study is started, the college executive needs to know what he or she wants the study to do and how the results are to be used. This will determine if a descriptive survey is good enough, or if explanations as to why people have the particular opinions and attitudes they do are also needed. It also will determine if measuring opinions is sufficient, or if a better understanding of attitudes in general is required. The eventual use of the study has to determine how precise and sophisticated the findings need to be.

2. Consideration should be given to the population to be measured and to the selection of the sample that will represent that population. Samples are usually of two types -- those selected randomly (a proportionate sample) and those selected judgmentally (a purposive sample). Random samples are usually either stratified (selection by chance on an area-by-area basis) or use a quota system (selection by chance on somewhat of a first-come, first-served basis). A random stratified sample is less biased than a random quota sample (but also more expensive). If a sample is selected judgmentally (in other words, not by random or chance methods), then questions ought to be raised about what criteria are being used to select certain respondents and not others. For example, in measuring alumni attitudes a random sample probably makes most sense. But in seeking to determine the attitudes of corporate executives toward a college fund-raising campaign, a judgmental sample might be most effective. The basic question to be asked when drawing a sample is, how precise and unbiased need it be in order for the study to have any reliability and validity?

3. The survey instrument obviously needs to be selected carefully. Is it better to have a closed (or forced-choice) questionnaire or an open (or depth interview) questionnaire? The closed is less expensive, easier to tabulate, but also may suggest answers to the respondent thus biasing the findings. The open is more expensive, allows for respondents to answer in their own words, but is difficult to code and analyze. A pre-test of the questionnaire should take place before the actual field work is carried out.

4. The administrator needs to know something about the interviewers. Who are they and what are their backgrounds? What types of surveys have they done in the past? Are the interviewers qualified to do open, free-response interviewing, or only to use closed questionnaires? (When a research firm says it will do personal interviews, it doesn't necessarily mean it will use open-end questionnaires. Most personal interviews consist only of an interviewer asking a respondent a series of pre-coded, closed, forced-choice questions.) Thought should also be given to what sort of a check there will be on the accuracy and reliability of the interviewers.

5. The field work methodology needs to be determined. Will the study use a personal interview, be done by telephone, or by mail? In using any of these methods, what about those respondents who cannot be reached or who refuse to cooperate? Will any special effort be made to determine the opinions of the "no-replies"?

6. What form will the analysis and final report take? Will the research firm give the client only a set of statistical tables, or will there be an evaluation and interpretation in narrative form? If there is an evaluation, on what will it be based -- the statistical finding only, or on any other available information? Who will do the analysis and what are their backgrounds? If depth interviewing is done, who will code the individual interview reports and what are their qualifications?

Finally, there are several additional suggestions I'd like to offer, especially if you plan to do the survey research project on your own.

If you plan to survey students, be sure to involve students in the planning and execution of your survey research project. The same if you interview another audience, such as alumni. Use alumni in planning and carrying out your research. The reason is obvious -- it will help you to more effectively carry out research geared to the needs of the audience you are measuring. When designing a questionnaire for use with students, solicit student help in its preparation. If possible, use students for conducting interviews with other students.

Always pre-test your survey instrument before you go into the field with a full-scale study. This is essential. You've got to find out if your questionnaire "works" -- if it will truly collect the data you're interested in collecting. A good questionnaire takes pains to produce. The pre-test will get the "bugs" out of the instrument and get it into good shape for you.

And lastly, always protect the confidentiality of your survey respondents. Most respondents are allowing you to probe because they assume they can speak to you in confidence and trust, they feel certain that you won't attribute remarks -- especially sensitive remarks -- to them by name. Protect the confidence. It's one of the first cardinal rules of carrying out ethical survey research -- to protect the confidentiality of respondents. If you break the rule, you demean not only your own survey research project but also the entire field of opinion and attitude research.

VII. Selected Reference Sources on Youth Attitudes

Adolescence Magazine 1976

Adolescence, an international quarterly devoted to the physiological, psychological, psychiatric, sociological, and educational aspects of the second decade of human life. Editor: William Kroll. Available from: Libra Publishers, Inc., P.O. Box 165, 391 Willets Road, Roslyn Heights, N.Y. 11577. Annual subscription: $10.

Astin, Alexander et al 1975

The American Freshman: National Norms for Fall, 1975. (Results of a national survey of 186,406 entering freshmen at 366 different colleges and universities.) Available from: Cooperative Institutional Research Program, Graduate School of Education, University of California -- Los Angeles, 405 Hilgard Ave., Los Angeles, California 90024. 132 pp. $5.

Coleman, James S. et al 1973

Youth: Transition to Adulthood, Report of the Panel on Youth of the President's Science Advisory Committee, 190 pp. Available from: U.S. Government Printing Office, Washington, D.C. $1.60.

Erlich, A. C. 1975

High School Students' Attitudes Toward Careers. (Results of a national survey of 2,000 students in grades 10 to 12) Report No. 101, (Spring). Available from: Purdue Opinion Panel, Measurement & Research Center, Engineering Administration Building, Purdue University, West Lafayette, Indiana 47907. $2.50.

Gallup Opinion Index 1975

"Students Talk About Politics, Business and Social Issues," The Gallup Opinion Index, Report No. 123, (September), 12-24. (Results of a Survey of 904 college students in a representative sample of the nation's colleges and universities.) Available from: The Gallup Opinion Index, 53 Bank St., Princeton, New Jersey 08540. Back issues available to non-subscribers at $15 per copy.

Gilbert Youth Research 1974 — The Mood of American Youth. (Statistically reliable survey of a national probability sample of 2,000 high school students.) Available from: National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091, 64 pp., $4.

Gilbert Youth Research 1976 — Youth 1976. (Results of a national survey of 2,289 youth between the ages of 14 and 25.) Research sponsor: American Council of Life Insurance, Research Services, 277 Park Avenue, New York, New York 10017. Single copies free.

Gottlieb, David 1973-1974 — Youth and the Meaning of Work, Parts I and II. (Results of an in-depth survey of 1,860 college students in Pennsylvania.) Research Report of the Institute for the Study of Human Development, Pennsylvania State University. Available from: National Technical Information Service, U.S. Department of Commerce, 5285 Port Royal Road, Springfield, Virginia 22151.

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U.S. News & World Report 1976 — "A New Generation: Where It's Heading." (Informal, cross-sectional survey of several hundred American youth.) U.S. News & World Report, (September 6), 45-61.

Yankelovich, Daniel 1974 — The New Morality: A Profile of American Youth in the '70s, (Results of a national survey of 3,522 youth between the ages of 16 and 25.) New York: McGraw-Hill, Inc. $6.95.

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This questionnaire was used by Hofstra University in 1975 to measure the effectiveness of various communications tools used in student recruitment.

HOFSTRA UNIVERSITY
HEMPSTEAD, NEW YORK 11550

Dear Student,

Hello. I am a student at Hofstra who has been asked by the Office of University Relations to find out how you feel about the various ways colleges go about telling new students about their programs. The information you give us will be used to evaluate the materials we distributed this year and to help us plan for new materials for next year.

This questionnaire is being distributed to all entering Freshmen and Transfer students at Hofstra. Would you please take the time to answer the questions on the following pages—it will only take a few minutes of your time? Please answer each question, in order. Most questions need only a check mark or a circle to answer.

Please answer as frankly and accurately as you can. No individual student's answer will be revealed in the reports, which will be based on statistical tabulations.

Before you leave your two-day orientation, please return the completed questionnaire to your peer assistant who is in charge of your orientation group.

We are sorry that we must ask your cooperation with yet another questionnaire. Enjoy orientation—and I hope to meet you in the near future.

Thank you for your help.

Sincerely,

Harriet Bialstock

Harriet Bialstock '76

1. The following are a list of sources you may have used to find out about various colleges and universities. Please indicate, by checking either the yes or no column, whether you did or did not rely on that source to find out information about colleges. For the sources that you did use, please rank them (by circling the appropriate number) from 1 to 5, with 1 indicating it was least important to you personally and 5 showing it was a most important source to you personally.

	1a. Yes	No	1b.
A. High school Guidance officer or Community College Transfer officer.	☐	☐	1 2 3 4 5
B. Advertising.	☐	☐	1 2 3 4 5
C. Persons in your family.	☐	☐	1 2 3 4 5
D. Friends.	☐	☐	1 2 3 4 5
E. Reference Guide Books (such as Barron's).	☐	☐	1 2 3 4 5
F. College Pamphlets or Booklets.	☐	☐	1 2 3 4 5
G. College Admissions counselors.	☐	☐	1 2 3 4 5
H. College-for-a-Day Programs.	☐	☐	1 2 3 4 5
I. College Nights at your high school.	☐	☐	1 2 3 4 5
J. College Fairs (such as those held at Nassau Coliseum).	☐	☐	1 2 3 4 5
K. Other (please specify)			1 2 3 4 5

2. Which of the sources did you rely on to find out information about Hofstra? Please indicate, by checking either the yes or no column, whether you relied on any of these sources for information about Hofstra. Then, if you had checked any item yes, please rank the sources in importance (by circling the appropriate number) from 1 to 5, with 1 indicating it was least important to you personally and 5 showing it was a most important source to you personally.

	2a. Yes	No	2b.
A. High school Guidance officer or Community College Transfer officer.	☐	☐	1 2 3 4 5
B. Advertising.	☐	☐	1 2 3 4 5
C. Persons in your family.	☐	☐	1 2 3 4 5
D. Friends.	☐	☐	1 2 3 4 5
E. Reference Guide Books (such as Barron's).	☐	☐	1 2 3 4 5
F. College Pamphlets or Booklets.	☐	☐	1 2 3 4 5
G. College Admissions counselors.	☐	☐	1 2 3 4 5
H. College-for-a-Day Programs.	☐	☐	1 2 3 4 5
I. College Nights at your high school.	☐	☐	1 2 3 4 5
J. College Fairs (such as those held at Nassau Coliseum).	☐	☐	1 2 3 4 5
K. Other (please specify)			1 2 3 4 5

3. We would like your help in evaluating how helpful Hofstra was in supplying you with information. Please rank the following items (by circling the appropriate number) from 1 to 5 with 1 indicating only a very limited amount of help came from this source, and 5 indicating a great deal of help came from this source.

A. Visit at your high school by a Hofstra University Admissions representative.	1 2 3 4 5
B. College-for-a-Day at Hofstra University.	1 2 3 4 5
C. An interview on-campus with an Admissions Counselor.	1 2 3 4 5
D. An on-campus visit/tour arranged by the Admissions office.	1 2 3 4 5
E. An on-campus visit/tour arranged by the Ambassador Program.	1 2 3 4 5
F. Official publications of Hofstra University.	1 2 3 4 5

4. As you may know, many colleges and universities are currently advertising heavily in an effort to recruit new students. Do you recall seeing any advertisements at all in the last six months relating to academic programs and courses at Hofsrta? Yes ☐ No ☐

4a. If yes, do you recall where the advertisement appeared? Please check all those applicable.

A. A Long Island daily newspaper ☐
B. A Long Island weekly newspaper ☐
C. A New York City newspaper ☐
D. A newspaper outside the New York metropolitan area ☐
E. A high school newspaper ☐
F. A college newspaper ☐
G. A magazine ☐
H. A radio commercial ☐
I. A television commercial ☐
J. Don't recall where ☐

5. We have categorized various types of advertisements and commercials that schools and colleges tend to run. Do you recall seeing any of them that were placed by Hofstra University in the last six months? Please check all those applicable.

A. Summer Session Advertising ☐
B. Adult Education Advertising ☐
C. Undergraduate Program Advertising ☐
D. Student Activities Advertising ☐
E. Financial Aid Advertising ☐
F. Scholarship Aid Advertising ☐
G. Special Seminars Advertising ☐
H. Law School Advertising ☐
I. Graduate Programs Advertising ☐
J. Special Women's Programs Advertising ☐
K. Other (please specify).....

6. Do you recall seeing any advertisement or commercial for other college(s) or university(s) that really impressed you: Yes ☐ No ☐

6a. If yes, please check from the following list of colleges and universities, those school's whose advertisements or commercials you remember seeing.

A.
B. (competitive institutions were listed here)
C.
D.
E.
F.
G.
H.
I.
J.
K.

6b. Please describe any advertising of a college other than Hofstra that really impressed you and state why that advertisement caught your attention. .....

.....

7. Do you think colleges and universities should advertise any of the following?

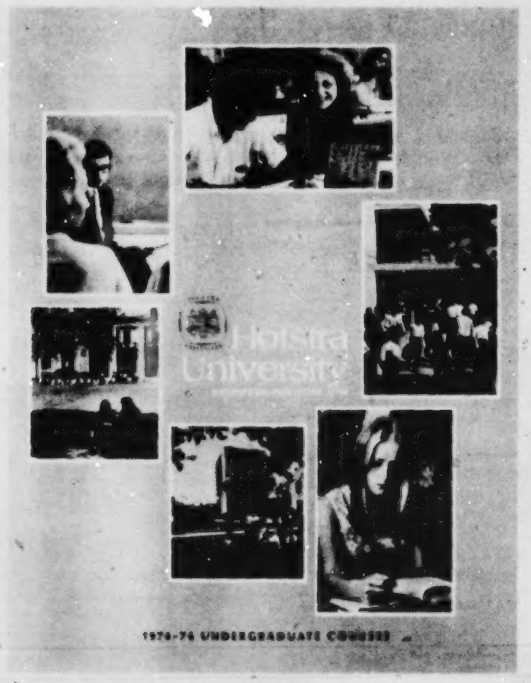
	Yes	No	Don't Know
A. Summer Session	☐	☐	☐
B. Adult Education	☐	☐	☐
C. Undergraduate Programs	☐	☐	☐
D. Student Activities	☐	☐	☐
E. Financial Aid	☐	☐	☐
F. Scholarship Aid	☐	☐	☐
G. Special Seminars	☐	☐	☐
H. Law School	☐	☐	☐
I. Graduate Programs	☐	☐	☐
J. Special Women's Programs	☐	☐	☐
K. Other (please specify)			

8. How important to you personally is such college and university advertising?

A. Very important ☐
B. Somewhat important ☐
C. Not important ☐
D. Don't know ☐

9. Do you believe college and university advertisements?

A. Always ☐
B. Sometimes ☐
C. Never ☐
D. Don't know ☐



A.

We won't show you our whole University...

B.

10. Earlier this year, while you were making your final decision on whether or not to attend Hofstra University, did you receive any of the following printed materials that are shown?

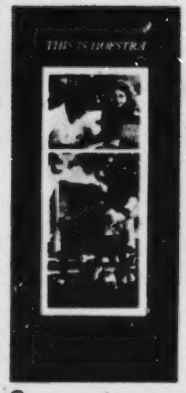
	Yes	No
A.	☐	☐
B.	☐	☐
C.	☐	☐
D.	☐	☐
E.	☐	☐
F.	☐	☐
G.	☐	☐

10a. If yes, please rank (by circling the appropriate number) from 1 to 5 with 1 being the least useful source of information and 5 being the most useful source of information.

A.	1	2	3	4	5
B.	1	2	3	4	5
C.	1	2	3	4	5
D.	1	2	3	4	5
E.	1	2	3	4	5
F.	1	2	3	4	5
G.	1	2	3	4	5

10b. How much did you read of each of these publications?

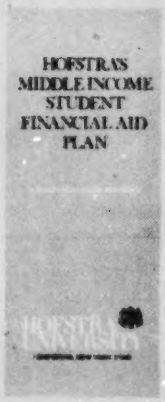
	All of it	Half of it	Skimmed it	None of it
A.	☐	☐	☐	☐
B.	☐	☐	☐	☐
C.	☐	☐	☐	☐
D.	☐	☐	☐	☐
E.	☐	☐	☐	☐
F.	☐	☐	☐	☐
G.	☐	☐	☐	☐



C.

D.

E.



F.

G.

11. Do you recall seeing any pamphlets or brochures from other college(s) or university(s) that really impressed you? Yes ☐ No ☐

11a. If yes, please check from the following list of colleges and universities those school's whose pamphlets or brochures you remember seeing.

A. C. W. Post University ☐
B. Adelphi University ☐
C. New York University ☐
D. State University of New York at Stony Brook ☐
E. State University of New York at Old Westbury ☐
F. Nassau Community College ☐
G. Fordham University ☐
H. Columbia University ☐
I. St. John's University ☐
J. Queens College ☐
K. Other (please specify) .....

11b. If yes, what made that school's pamphlets and brochures so special?.....
.....

12. In your personal contact with persons at Hofstra, such as the Admissions office, or the Dean of Students office, etc., would you say that most people you have met have been:

A. Very helpful ☐
B. Somewhat helpful ☐
C. Not at all helpful ☐
D. Don't know ☐

SOME BACKGROUND INFORMATION

In order to properly analyze and evaluate the answers you and other students who are participating in this survey are giving us, we need to know some background information about you. We realize the personal nature of some of the questions; specifically questions 18, 19 and 20, however answers to these questions are most necessary if we are to intelligently analyze the data.

13. Your sex: Male ☐ Female ☐

14. Are you a veteran? (Mark one)
Yes ☐ No ☐

15. How old will you be on December 31 of this year? (Mark one)

16 or younger	☐	21	☐
17	☐	22	☐
18	☐	23-25	☐
19	☐	26-29	☐
20	☐	30 or older	☐

16. In what year did you graduate from high school? (Mark one)

1975 ☐
1974 ☐
1973 ☐
1972 ☐
1971 or earlier ☐
Did not graduate but passed G.E.D. test ☐
Never completed high school ☐

17. When you enroll in September, 1975 will you be a college:

Freshman ☐ Sophmore ☐ Junior ☐ Senior ☐

18. What is your *best estimate* of your parents' total income last year? Consider annual income from all sources before taxes. (Mark one)

Less than $3,000	☐	$15,000-$19,999	☐
$3,000-$3,999	☐	$20,000-$24,999	☐
$4,000-$5,999	☐	$25,000-$29,999	☐
$6,000-$7,999	☐	$30,000-$34,999	☐
$8,000-$9,999	☐	$35,000-$39,999	☐
$10,000-$12,499	☐	$40,000-$49,999	☐
$12,500-$14,999	☐	$50,000 or more	☐

19. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	☐	☐
Some high school	☐	☐
High school graduate	☐	☐
Post secondary school other than college	☐	☐
Some college	☐	☐
College degree	☐	☐
Some graduate school	☐	☐
Graduate degree	☐	☐

20. Are you: (Mark the *one* most appropriate)

White/Caucasian ☐
Black/Negro/Afro-American ☐
American Indian ☐
Oriental ☐
Mexican-American/Chicano ☐
Puerto Rican-American ☐
Other.....

21. Which *one* of the following best describes the usual occupation of the head of the household in your family?

A. Clerical ☐
B. Farmer or Farm worker ☐
C. Military ☐
D. Professional ☐
E. Proprietor or Manager ☐
F. Sales ☐
G. Semi-skilled worker ☐
H. Service worker ☐
I. Skilled worker ☐
J. Unskilled worker ☐
K. Other (please specify) .....

22. Hometown: Nassau ☐, Suffolk ☐, Queens ☐, Rest of New York City ☐, Rest of New York State ☐, New Jersey ☐, New England ☐, Other (please specify) .....

23. Resident ☐ Commuter ☐

24. As of September '75 in which college will you be enrolled in:

Business ☐ Education ☐ Liberal Arts ☐
New College ☐

25. Full time ☐ Part time ☐
Day ☐ Evening ☐

Thank you for your help

4972:6/75:12C

This is the draft of a more detailed questionnaire designed for use by mail with a randomly selected sample of all of the prospective students in a college or university's target market area.

DRAFT OF A SUGGESTED STUDENT QUESTIONNAIRE

(Letterhead of Research Organization)

Dear Student,

We have been asked by an educational organization to find out why students who are planning to go to college this fall are interested in continuing their education, what they think about different colleges that they are considering, and why they choose the particular schools they do.

This questionnaire is being sent to randomly-selected students who either live in _____ or who have expressed an interest in possibly enrolling in a college in _____ this fall. You are one of the students who has been selected at random. We would appreciate it if you would fill out this questionnaire, answering each question in order. Most questions need only a check mark to answer. Your help is needed in order to assure as accurate and complete a study as possible.

Please answer as frankly as you can. Your answers will be absolutely confidential, and no individual student's answers will be revealed in the reports, which will be based on statistical tabulations.

After you have completed the questionnaire, please place it inside the enclosed, addressed envelope and put it in a mail box. The envelope does not require postage.

Thank you for your help.

Sincerely,

_____,
Project Director

The information collected from this questionnaire will be used for research and analysis and will be held strictly confidential. You are free to omit any question you feel is too personal. Where appropriate in the following questions, you may check as many responses as apply.

1) What is your sex?

___ 1. Male
___ 2. Female

2) What is your age?

___ 1. 16 or younger
___ 2. 17
___ 3. 18
___ 4. 19
___ 5. 20
___ 6. 21
___ 7. 22
___ 8. 23 or older

3) What type of secondary school are you attending?

___ 1. Public
___ 2. Parochial
___ 3. Independent Private
___ 4. Other

4) Where do you live?

___ 1. Region A
___ 2. Region B
___ 3. Region C
___ 4. Region D
___ 5. Region E

5) What is your rank in class?

___ 1. Upper 5%
___ 2. Upper 10%
___ 3. Upper 15%
___ 4. Upper 20%
___ 5. Upper 25%
___ 6. Below Upper 25%
___ 7. Unknown

6) What were your SAT or ACT scores?

___ SAT Verbal
___ SAT Math
___ ACT Composite (Standard Score)

7) What are your ultimate degree plans?

___ 1. Associate Degree or Equivalent
___ 2. Bachelor's Degree
___ 3. Master's Degree
___ 4. Doctor's Degree
___ 5. Professional Degree (Law, Dentistry, Medicine)
___ 6. Undecided

8) Are you

___ 1. Black or Afro-American
___ 2. Spanish speaking, Puerto Rican, Chicano
___ 3. Asian, Oriental
___ 4. White, Caucasian
___ 5. American Indian
___ 6. Other

9) What is your religious preference?

___ 1. Catholic
___ 2. Jewish
___ 3. Protestant
___ 4. Other

10) Place the letter "F" in the blank which best describes your father's occupation and an "M" in the blank which best describes your mother's occupation. If either is retired or deceased, please indicate his/her former occupation.

___ 1. Household worker, laborer, farm worker
___ 2. Semi-skilled worker, operator
___ 3. Professional service worker, waiter, clerical worker
___ 4. Foreman, craftsman, technician, skilled worker
___ 5. Homemaker
___ 6. Salesperson
___ 7. Farm or ranch owner
___ 8. Owner or manager of business
___ 9. Executive in large corporation
___ 10. Professional person, teacher, lawyer, engineer, doctor
___ 11. Other _____

11) What is your parents' income before taxes? (Use total if both work)

___ 1. $ 0 - 4,999
___ 2. $ 5,000 - 9,999
___ 3. $10,000 - 14,999
___ 4. $15,000 - 19,999
___ 5. $20,000 - 29,999
___ 6. $30,000 and over

12) Place the letter "F" in the blank corresponding to the level of your father's education and an "M" in the blank corresponding to the level of your mother's education.

___ 1. Grade school
___ 2. Some high school
___ 3. Finished high school
___ 4. Some college
___ 5. Finished college
___ 6. Advanced degree

13) How far from home is the college you plan to attend?

___ 1. 1 - 10 miles
___ 2. 11 - 25 miles
___ 3. 26 - 50 miles
___ 4. 51 - 100 miles
___ 5. More than 100 miles

14) To how many colleges have your applied? _____

15) To how many colleges have you been accepted? _____

16) Please list below the colleges to which you applied.

Applied	Accepted	
	Yes	No
1._____	1	2
2._____	1	2
3._____	1	2
4._____	1	2
5._____	1	2
6._____	1	2

17) Please identify the college you will attend

_____

17a) If you are still undecided at this time, please identify the college you think you probably will attend

_____

18) How did you first hear about this school?

___ 1. High School counselor
___ 2. High school teacher
___ 3. Parents, relatives, family friends
___ 4. Personal friends
___ 5. Information in college guide book
___ 6. Unsolicited letter from the school
___ 7. Story in media (newspaper, TV, etc.)
___ 8. Advertisement
___ 9. At a college fair or college night program
___ 10. Other _____

19) Following are some reasons that might have influenced your decision to choose this school rather than any other. Please indicate how important each reason has been.

Not Important	Somewhat Important	Very Important	
_____	_____	_____	1. My relatives want me to go to that school
_____	_____	_____	2. The college has a very good academic reputation
_____	_____	_____	3. I'm being offered financial aid
_____	_____	_____	4. Someone who went there before advised me to go

19) con't

_____	_____	_____	5. This college offers special educational programs
_____	_____	_____	6. The college has low tuition
_____	_____	_____	7. I have not been able to get a job
_____	_____	_____	8. I want to live at home
_____	_____	_____	9. My guidance counselor advised me
_____	_____	_____	10. It was the only school into which I was accepted
_____	_____	_____	11. I want to live away from home
_____	_____	_____	12. My teacher advised me

20) Is the college you are planning to attend your first-choice college?

___ 1. Yes
___ 2. No

21) Would any of the following events have caused you to change your decision about which college to attend?

___ 1. Acceptance by another college to which you applied.
(Please name_____)
___ 2. Admission to a special or honors program in another college to which you were accepted.
___ 3. Early acceptance during fall of your senior year.
___ 4. Receipt of a merit scholarship from another college to which you were accepted.
___ 5. Receipt of special financial aid from another college to which you were accepted.
___ 6. Other_____
___ 7. None of the above could have changed your decision.

22) If your chosen college is private, did you ever seriously consider attending a public institution?

___ 1. Yes
___ 2. No

23) If you will be attending a private college or university as opposed to a public institution, is it because

___ 1. You expect more personal attention at a private institution.
___ 2. You received more financial aid than you could have received from a public institution.
___ 3. You feel your chances of admission to a graduate or professional school will be better.
___ 4. You feel a private institution will give you a better background for your future career.
___ 5. Your parents preferred a private institution.
___ 6. Coincidence (private vs. public was not a factor)
___ 7. Other_____

24) Did you receive a financial aid offer from the school you are planning to attend?

___ 1. Yes
___ 2. No

25) Circle the number which best describes the importance of each of the following as a factor in your decision to apply to any college or university.

Rate as follows:
1. Very important
2. Not as important, but strongly considered
3. Was not important, but was considered
4. Was not considered, but knew about it
5. No opportunity to observe

1 2 3 4 5	1. Selective student body
1 2 3 4 5	2. Curriculum
1 2 3 4 5	3. National or regional reputation
1 2 3 4 5	4. Reputation of faculty
1 2 3 4 5	5. Reputation of administration
1 2 3 4 5	6. Availability of fraternities/sororities
1 2 3 4 5	7. Proximity to (name of closest big city)
1 2 3 4 5	8. Proximity to home
1 2 3 4 5	9. Size
1 2 3 4 5	10. Nature of student body
1 2 3 4 5	11. Degree of student activism
1 2 3 4 5	12. Parents' wishes and advice
1 2 3 4 5	13. Climate
1 2 3 4 5	14. Locale
1 2 3 4 5	15. Advice of high school counselor
1 2 3 4 5	16. Reputation of department or program
1 2 3 4 5	17. Advice of family friends
1 2 3 4 5	18. Tuition
1 2 3 4 5	19. Private vs. public status
1 2 3 4 5	20. Social reputation of school
1 2 3 4 5	21. Academic atmosphere
1 2 3 4 5	22. Library
1 2 3 4 5	23. Boarding costs
1 2 3 4 5	24. Physical facilities
1 2 3 4 5	25. Reputation of graduate and professional schools
1 2 3 4 5	26. Academic calendar
1 2 3 4 5	27. Transportation costs
1 2 3 4 5	28. Alumni ties
1 2 3 4 5	29. Coed status
1 2 3 4 5	30. Student-faculty ratio
1 2 3 4 5	31. Racial or ethnic composition
1 2 3 4 5	32. Extra-curricular activities
1 2 3 4 5	33. Athletics
1 2 3 4 5	34. Religious concentration on campus
1 2 3 4 5	35. Housing regulations
1 2 3 4 5	36. Role of student government
1 2 3 4 5	37. Supportive services (e.g., counseling)
1 2 3 4 5	38. Male-female ratio
1 2 3 4 5	39. Character as a largely urban institution
1 2 3 4 5	40. Physical appearance of the campus

26) This question is an effort to learn your perceptions of the comparative quality of colleges and universities in _____. For each of the statements given below, you are asked to indicate whether you believe the opinion expressed is true for each institution listed, based upon your impressions, not necessarily upon personal experience with the institution. Write the number of your response to each statement in the space provided, using the following scale:

1. Strongly agree
2. Agree slightly
3. No opinion
4. Disagree slightly
5. Strongly disagree

	Institution: A	B	C	D	E	F	G
1. The curriculum of this institution is excellent in most areas	—	—	—	—	—	—	—
2. The reputation of this institution is very impressive	—	—	—	—	—	—	—
3. The quality of the faculty is very impressive	—	—	—	—	—	—	—
4. The social environment of this institution is conducive to personal growth	—	—	—	—	—	—	—
5. This institution is very prestigious	—	—	—	—	—	—	—
6. Graduates of this institution are likely to have greater potential for academic and professional advancement than graduates of many other colleges	—	—	—	—	—	—	—
7. The physical facilities and appearance of this institution are very attractive	—	—	—	—	—	—	—
8. The student body of this institution is very diverse, drawing from a broad racial and religious mix	—	—	—	—	—	—	—
9. This institution is very innovative	—	—	—	—	—	—	—
10. This institution places as much or more emphasis on undergraduate education as on graduate education	—	—	—	—	—	—	—
11. The information available from the admissions office of this institution is well prepared and helpful.	—	—	—	—	—	—	—

Part Two

DO-IT-YOURSELF SURVEY RESEARCH

LET'S TAKE A SURVEY

by Cletis Pride, Ph.D.
Assistant Secretary
National Geographic Society

"Let's do a survey!" is heard far more often today than it used to be. And with shouts of "chi square!" and "sampling error!" grown men and women sit down to select samples, construct questionnaires, pre-test, analyze data, and generally lie to one another in social sciencese.

I know because I do it myself. You can do the same. How could you possibly go wrong in doing a survey? Let me count the ways: wrong questions, badly worded questions, bad sample, nobody answering, etc., etc., etc.

The most dangerous pitfall, though, may be in placing too much confidence in the method. A major weakness of the scientific method lies in the fact that by trying to measure something, we often change it. What you have in your 'perfect' survey is what opinions people would have if they were asked for their opinions.

Prior to being asked, Mr. and Ms. Responder may never have given a thought to the question you raised. Or they may have idly mulled it over a bit and decided the answer was "so-so." Now you've asked them to be for it or against it. So they quickly build opinions just for you, then they cuddle them up to their egos and cling to them come hell or high water.

If we were going to be perfectly honest, we'd first try to find the exact boundaries of public apathy on the particular subject that we know to be of life and death importance. You can do this by asking questions like: Did you ever hear of the Doubledome College Quarterly Report? And, do you give a damn? Answers to such questions tend to be discouraging. Which is why many researchers omit the "no opinion" column from survey instruments.

Don't overestimate the knowledge of people you are surveying. And don't overestimate your ability to "educate" them. Everybody knows that Mao-Tse-Tung was -- until recently -- a Red villain of the worst kind, while Chiang Kai-Shek was one of the good guy, devoted to democracy, free enterprise, and the American way of life. Except 25 percent of the American people, who, in a 1966 survey, identified Chiang Kai-Shek as leader of Red China. And that is not a far-out example; it's pretty run-of-the-mill.

Scandalous as it may seem, you'd find a sizable percentage of the people in your town don't know the name of your president. A good many people who have received your publication for years probably know none of the names on the masthead, including the exact name of the publication in question.

Unforgiveable ignorance? Maybe so, maybe not. The average person -- even the loyal alumnus -- has problems of his or her own. Alumni worry about their income tax, the funny noises in the transmission, what their bosses really meant by those remarks, and why their children are always burning incense in their rooms. Things like that keep them from giving the president's report the undivided attention it deserves.

Anyway, you may want to consider making provisions in your survey for 'don't knows' and 'no opinions.' It may give you a more accurate idea of the true state of things out there. And it may get you a higher rate of response in the case of mail questionnaires. I'd also recommend using questions that measure the intensity with which opinions are held. Don't go into a survey without asking yourself some questions -- and answering them candidly. Such questions as: What problems am I trying to solve? Do I need to take a survey to solve them?

If you are satisfied that your publications are good, if your readers write or stop you on the street to tell you what a great job you're doing, if you have no shortage of story material and suggestions, and -- most important -- if your paycheck says your boss likes what you're doing -- better let sleeping dogs lie.

Otherwise, you may want to consider doing a survey. If so, first state your objectives -- in writing. What is it you want to find out? If you can't answer that in a few sentences, turn back. If you don't know what you want, you won't know when you've got it.

If you do know just what you want to find out, next thing to decide is whom to ask. In your case, it may be all those who get the college quarterly or the administration newspaper. We people in the trade call this the universe.

Now, you can send your questionnaire to your entire universe, either by mailing it to everybody or by binding it into a copy of the magazine. I don't recommend either though. It's too expensive if you mail to everyone and too inaccurate as an insert.

So I cast my vote for random sampling. The thing to remember when taking a random sample is that everyone in your universe should have an equal chance of being asked. Otherwise you may be introducing bias -- and that's a four-letter word.

If you use random sampling, a very, very small sample can accurately reflect the opinions of your entire universe. George Gallup and Lou Harris can use a sample of 1,500 voters, for example, to predict a presidential election within a couple of percentage points. The size of the sample does not have to increase proportionately with the size of the universe. If your universe is 200 people, you should sample about 105. If your universe is 5,000, a sample that gives you 210 responses will be adequate. If the universe doubles -- to 10,000 -- your sample should go to around 215. For 100,000, it should be about 220. So for your purposes, you would rarely need more than 250 responses -- provided the sample is scientifically pure.

How do you take a random sample? It's not as tough as your friendly neighborhood sociologist says it is. A book of random numbers or even a pair of dice -- sometimes both -- will help. Did you ever see a book of random numbers? Rand Corporation publishes one. It has one million sets of five-digit numbers, covering hundreds of pages -- all selected by a computer. I've read most of it. It's duller than a Truth or Consequences re-run. It's a handy tool for a big survey, but for your purposes the table of random numbers found in the appendix of most statistics books will do.

Let's assume our universe is 10,000 and we want a sample of 215. If we're doing a mail survey, we should probably draw about 450 names from our list to be sure we get 215 responses. That means we're going to send a questionnaire to every 22nd member of the universe. We could count to 22, pick that name, count to 44, pick that name, and so on. That's not the best way, though, because it's not exactly random. Instead, go to your random number table and find the first number between one and 22. That will be the first name in your sample. Then take the 22nd name after that, and so on, until you've got all 450 names. That'll make you eligible for the good statistician's seal of approval. My own sampling for a West Virginia University survey involved a random numbers book, a pair of dice, and a 15-inch ruler.

Now that we have a sample, let's work on a questionnaire. Keep it short and sweet. Ask no extraneous questions. Your readership survey probably should stay under 20 questions. Your goal should be a questionnaire that can be answered in five minutes. You may want to use a colored stock and even some illustrations. Be sure to enclose a stamped return envelope.

One thing you'd certainly want to find out in a readership survey is whether anybody's reading your stuff. Then you'd probably want to know how often they're reading it and how much of it they read. Which departments in your magazine and what kinds of articles attract most readership? You could ask whether they found the layout and type attractive and readable--- but don't get technical about it.

It's best to use structured rather than open-end questions. If they can check a box or circle a number, they're more likely to answer than if they have to write an essay. It also is going to be much easier for you to analyze. However, you may want to leave room at the bottom for general comments. These can be used to add some human interest when you're writing up results.

Let's not just find out whether our people say "yea" or "nay." Let's find out how intensely they feel about it. In the WVU survey, we had numerous questions asking if people are "very satisfied," "satisfied," "dissatisfied," "very dissatisfied," or have no opinion on specific programs or activities.

By structuring the questionnaire as tightly as possible, we were able to measure attitudes and opinions on 73 subjects -- all on a four-page form.

Wording the questions is a tougher job than you might think. You're in trouble if your question means one thing and the respondent's answer means something else. Don't use exotic words, unless absolutely necessary. Don't use words that have two or more meanings. But if you must use them, be sure the context makes the meaning clear. Stay away from loaded questions and dead giveaway words. Don't ask if your magazine can do a better job. The answer, of course, is "yes" -- but that kind of answer doesn't help you much. Remember that hypothetical questions are likely to produce hypothetical answers. Factual questions produce factual answers. When you're asking multiple choice questions, be sure your respondent knows to check only one answer. Don't ask double-barrelled questions. A "yes" or "no" question like "Would you like to receive the faculty newsletter once a week, or is that too often?" is tough to answer.

Pretests can save your life sometimes. Send your questionnaire to half a dozen people outside your office and ask them to both complete it and offer suggestions. They may show you where some of the questions aren't as clear as they might be.

A fellow named Stanley Payne wrote a book several years ago called The Art of Asking Questions. If you're going to do a survey, you should read it. It may be in your library. If not, order it from Princeton University Press. It's not only informative but -- believe it or not -- it's entertaining.

After you've decided a survey is called for, set specific goals for it, selected your sample, constructed and printed your questionnaire, you can begin to worry about whether anybody is going to answer. Fortunately, you don't have to rely on prayer alone. Specialists have been working on this while you slept. They've tested different ways of increasing the response rate and described their findings in long, dull articles published in Public Opinion Quarterly and other such journals.

First thing you want to do, in addition to enclosing a return envelope and designing a questionnaire that just begs for completion, is to explain to the respondent how important it is that he or she participate. An accompanying letter carrying a prestige signature can help here. This letter should assure the recipient that he or she will remain anonymous. Many of your garden variety respondents tend to be modest creatures. Some faculty members and students even carry modesty to the very edge of paranoia. Never put a code number on a questionnaire that goes to a faculty member. The prof will get that hunted look and begin muttering about academic freedom and McCarthyism.

Believe it or not, specialists have found that hand-stamping -- preferably with a nice commemorative stamp -- rather than metering an envelope makes for a significantly higher response. In fact, the more expensive the postage, the higher the response rate -- right up through air mail-special delivery. In fact, at least one study has shown special delivery as having the lowest

cost per response of any form of mail survey. You need to have everything possible going for you, so consider such things as hand stamping and special delivery. On the other hand, a personalized letter -- which would seem logical -- does not increase response rate and may even reduce it. Maybe it threatens the respondent's anonymity. Better stick with a form letter. A little gift always seems to help. So maybe you'll want to put a university calendar or football schedule in the envelope.

Maximum response dictates that you follow up your first mailing. One way that has proved effective is sending out a reminder postcard three days after the original questionnaire. Then wait about three weeks and send a second questionnaire just in case they've lost the first. If you haven't coded your first questionnaires, you'll have to send a second to everyone.

Let's hope that this is going to bring your response rate over the magic 50 percent mark. Anything less tends to be suspect.

Why not send out twice as many questionnaires and settle for 25 percent? Well, it's because of that old boogie man, error. The major weakness of a mail survey to begin with is the unmeasurable error introduced by non-responders. There is a suspicion that the people who don't answer may differ in some basic way from those who do. Maybe the difference is racial, or economic, or by sex, or by age group. If you get 75 percent response from all over age 40 and 10 percent response from all under 30, you've got a lousy survey. The higher the overall response rate, the less likely that is to happen. When you get over the 50 percent mark, you begin to gain confidence that those not answering are just apathetic, that any answers they might have given would be about the same as from those who did respond. Anyway, this is what we hear from the sad-faced grey people who write for Public Opinion Quarterly. They follow up questionnaires sometimes by interviewing a sample of non-responders.

A mail survey is not the only kind, of course. It's just the cheapest kind. An interview survey is somewhat more accurate and much more expensive. Interviewers must be trained. If your interviewers aren't well trained, people may lie to them -- for many people do give the answers they feel are most wanted in these circumstances.

A second advantage of the interview is that it gives you an opportunity for immediate follow-up on questions. Some people will refuse to participate, but not nearly so many as will fail to return their mailed questionnaires. The fact that people will not feel so confident of remaining anonymous may cause a little inaccuracy. And interviewers may not record answers correctly.

Never try to do the interviews yourself. Most people will balk at telling you to your face that you're a miserable editor. If you really are, you're likely to come up with an inaccurate -- though comforting -- survey when you do your own interviewing.

In an interview, you may want to ask general questions, then go through a recent issue of your publication page by page. Ask if each article has been seen and whether it has been read in whole or in part. Then you'll be able to tell which departments and what kinds of articles get the best readership.

Telephone interviews fit somewhere between mail surveys and interviews as far as both expense and accuracy are concerned.

What you get out of a survey is data, which is a nice thing to have around the office in case some social scientist drops in. But data in its natural state is unattractive. It has to be processed, manipulated, sometimes fondled, occasionally machined. You can do it by hand or -- impersonal as it may seem -- by computer. All you need is a cross-sort, which is about the cheapest thing a computer knows how to do. The most complicated correlations you're likely to want are any relationships between opinions on one hand and age, graduating class, sex, or some other demographic information on the other.

And there's your dehydrated survey. All you need do is add work and worry. You probably have sociologists and statisticians on your campus who can help you with a survey. Use them. But don't let them get the upper hand. Above all, don't let them introduce any of their jargon into your questions.

There are alternatives to the kind of survey I've been describing. One was covered by J.B. Haskins in his 1960 Journalism Quarterly article, "Pretesting Editorial Items and Ideas for Reader Interest." He used a sample of the target audience and rated their interest in titles. The assumption was that a reader decides to read an article on the basis of its apparent content. Members of the sample rate the titles -- subtitles, too, if you wish -- on a scale of 0-100 depending on their interest. If a title gets a good rating, you use if. Of course, you can use a title survey as part of the kind of readership survey I have earlier described.

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SOME GUIDELINES FOR DOING YOUR OWN MAIL SURVEY*

1. Decide what specific problems you are trying to solve. Decide if a survey is the best road to a solution.

2. State the objectives of your survey -- in writing.

3. Decide which group(s) the survey should cover (your universe).

4. Decide on the size of your sample.

   a. Remember that a 50% response rate is good in a mail survey, so plan a sample at least twice as big as the size of the response you'll need.

   b. Remember that sample size does not increase proportionately to the size of the universe. If your universe is 200 people, you'll need 105 responses. If the universe is 100,000 people, you'll need 220 responses.

5. Draw your sample, using a random method.

6. Construct your questionnaire.

   a. Be Brief.

   b. Be specific.

   c. Pay particular attention to clarity.

   d. Use structured (multiple choice) rather than open-ended questions wherever possible.

7. Pretest your questionnaire. Have friends, colleagues, and some representatives of your universe complete the form and suggest improvements.

8. Mail questionnaire.

   a. Include stamped, self-addressed envelope and letter explaining importance of participation.

   b. Remember that researchers have found positive correlation between cost of postage and response.

9. Mail reminder post card three or four days after questionnaire.

10. Second mailing of questionnaire (either to non-responders or entire sample) should come two to three weeks after first mailing. Again enclose stamped, self-addressed envelope and letter explaining reason for mailing.

11. Tabulate and analyze returns (computer cross-sort helps here).

12. MOST IMPORTANT: Apply what you've learned from your survey.

*Source: Cletis Pride, Ph.D.
Assistant Secretary, National Geographic Society

GUIDE TO SAMPLE QUESTIONNAIRES

University of Pittsburgh. Comprehensive survey of alumni opinion regarding the role and activities of the alumni association and the university. Includes questions on specifics of alumni association programming and publications and on personal data to permit correlations by academic and social background.

University of British Columbia. Alumni attitudes toward the university, the alumni association, and higher education in general. Includes percentage responses.

Hood College. Alumnae evaluation of the college, its communications, alumni programming, and fund raising. Includes employment and other information useful to the development office.

St. John's University (New York City). Biographical data for alumni and fund-raising records as well as attitudes toward the university.

West Virginia University. Faculty-staff opinion survey covering university policies, programs, and administrative procedures.

West Virginia University. Survey of student opinions about a variety of university policies and programs. Includes reasons for choosing the institution and opinion on student participation in decision-making in specific areas.

State University of New York at Buffalo. Institutional image study among county voters. Includes involvement with the university, knowledge about faculty data such as enrollment and financing, opinion of the university's value to the community, and feelings about the university.

University of Richmond. Institutional image survey in the local business community preceding a capital campaign. Includes comparisons with selected institutions, assessments of different aspects of the university, and giving history, including reasons for not giving.

University of Maryland. Alumni readership survey on quarterly magazine. Includes specific preferences; evaluation of content, design, and coverage; and past gift support to the institution. Cover letter and reminders are also shown.

ALUMNI ASSOCIATION SURVEY A

Dear Pitt Alumnus:

Your name has been selected as part of a random sample to survey alumni opinions and suggestions concerning the University of Pittsburgh and the Alumni Association. It is very important to the success of this survey that you complete and return this questionnaire so as to have a solid representation from each of Pitt's sixteen schools. All replies will be treated confidentially.

Although at first glance the questionnaire may appear lengthy, most of the questions can be answered with a simple circling of one number where multiple choices are offered. There is space available if you would like to make additional comments. A return envelope is enclosed for your convenience. Your questionnaire is to be sent to the office of the University-Urban Interface Program which will tabulate and analyze the data for us. No names can be matched with a questionnaire. We have included some background questions in the first section so that some meaningful between-groups comparisons of responses can be made without identifying individuals.

Enclosed, too, is a card addressed to the Office of Alumni Affairs. When you mail your questionnaire, please mail this card separately so that the Alumni Office will know the University-Urban Interface has received your completed questionnaire. Any questionnaire not received by June 1 cannot be included in the analysis, but any suggestions received after that date will be passed on to the appropriate person.

This is a valuable opportunity for alumni to express their views and for the Alumni Association to contribute to University decision-making.

Sincerely yours,

William R. McQuade

William R. McQuade, Eng'37
President, General Alumni Association

I. Academic and Social Background

1. Degrees and Majors: Please write in your major or special field for each degree program you have completed and the year in which you received the degree on the line provided. Please note that there are separate sections for degrees from Pitt and for degrees from other institutions. The section for degrees from other institutions is on page 2.

From Pitt	Major	Year
B.A. or Equivalent	_____	
M.A. or Equivalent	_____	
Ph.D., M.D. or Equivalent	_____	

	From Other Institution	Major	Year
16	B. A. or Equivalent		
	M.A. or Equivalent		
	Ph.D., M.D. or Equivalent		

2a. Occupation: Below are examples of occupations. Please circle the number beside the group list which comes closest to your own work. Please note that there are two parts to this question and answer 2a and 2b.

Doctor, Lawyer, Executive of large corporation, Accountant, Engineer, Journalist, Clergyman, College Professor 1
Teacher, Executive of middle -sized business, Manager, Nurse, Physiotherapist, Social Worker 2
Owner/Executive of small business, Real Estate Agent, Insurance Examiner, Sales Representative, Buyer 3
Secretary, Administrative Assistant, Factory Supervisor, Sales Clerk, Laboratory Technician 4
Foreman, Electrician, Typographer, Carpenter, Plumber, Skilled manual worker, Hairdresser 5
Machine Operator, Deliveryman, Bartender, Waitress, Truck Driver 6

23 2b. Are you: (Please answer for each category listed below)

	Yes	No
A full-time housewife	1	2
A part-time housewife (also circle occupation above)	1	2
Retired (also circle major occupation before retirement)	1	2
Unemployed (also circle major occupation when employed)	1	2

3. How many years have you been employed?

Full-time _____ (number of years)
Part-time _____ (number of years)

4. Are you gainfully employed? (Please circle one)

In the city of Pittsburgh 1
In Allegheny County, but outside of Pittsburgh 2
In Pennsylvania, but outside of Allegheny County 3
Outside of Pennsylvania 4
I am not gainfully employed 5

30 5. In terms of the way you spend most of your occupational time, are you:

Self-employed 1
In a small organization (less than 100 persons) 2
In a larger organization (100 or more persons) 3

31 6. Where do you live? (Please circle one)

In the city of Pittsburgh 1
In Allegheny County, but outside of Pittsburgh 2
In Pennsylvania, but outside of Allegheny County 3
Outside of Pennsylvania 4
Outside the United States 5

7. Your age:

25 or under 1
26-30 2
31-35 3
36-40 4
41-45 5
46-50 6
51-55 7
56-60 8
61-65 9
Over 65 10

8. Sex:

Male 1
Female 2

9. Marital Status: circle one

Single 1
Married 2
Widowed 3
Divorced/Separated 4

36 10a. Do you have children?

Yes 1
No 2

11. Are any of your children presently enrolled at Pitt?

Yes 1
No 2

10b. If you do have children, please answer for each age category listed below.

	Yes	No
37 Under 10 years of age ...	1	2
10-15 years of age	1	2
16-21 years of age	1	2
Over 21 years of age	1	2

12. Are any enrolled presently at another college or university?

Yes 1
No 2

13. Are you presently: (Please answer for each category)

	Yes	No
Employed by the University of Pittsburgh	1	2
Enrolled in classes at Pitt	1	2
In any voluntary position at the University of Pittsburgh (Trustee, Alumni organization, etc.)	1	2

II. The Alumni Association

1. In your opinion, what is an Alumni Association for?

_____

_____

_____

2. All alumni become automatically members of the Alumni Association upon leaving the University. However, many never really become active participants in the Association. Please circle ONE statement that best describes your relation to the Association.

I am active in the Alumni Association 1
I am not active in the Association because I am not interested in its activities 2
I am not active in the Association because I disapprove of what is happening in the University itself 3
I am not active in the Association because I have other interests and activities which are more important to me 4
I am not active in the Association because: (please write in) 5

_____

_____

_____

3. Which of the University of Pittsburgh-related activities do you do fairly regularly? Circle all appropriate numbers.

Attend alumni social events 1
Attend athletic events 2
Help in fund-raising 3
Attend University educational/cultural events 4
Read University publications 5
Talk with students, faculty, or staff members 6
See Pitt alumni friends 7
Communicate with legislators 8
Attend professional organization meetings held at Pitt 9
None of the above 10

21 4. In which one of the following areas would you be most apt to choose some alumni activity? (Please circle ONE)

An all-University alumni group 1
Graduation class alumni group 2
School of undergraduate degree (Nursing, Engineering, etc.) 3
School of graduate degree (Dentistry, Social Work, etc.) 4
Sorority or fraternity 5
Campus activity you were involved in (choir, newspaper, debating society, etc.) 6
Honorary societies (Phi Beta Kappa, etc.) 7
A Pitt sport club 8
Other: (please specify) 9

_____

_____

5. One of the responsibilities of the Alumni Trustees is to represent the views of alumni to University officials. These Trustees are most anxious to learn more about alumni opinion. Of the ways to communicate listed below, which one would you be most apt to make use of to communicate your views? (Circle ONE)

Open meetings 1
Alumni Association meetings 2
Survey of alumni opinions 3
Letters to Alumni Trustees 4
Telephone Alumni Office 5

6. The Alumni Association tries in various ways to keep its members informed. What, if anything, do you think the Association could do to help provide you with better information?

_____

_____

_____

_____

24 7. Some alumni enjoy working directly with students in counselling or advisory capacities. Would this kind of involvement interest you?

Yes 1
No 2
Uncertain 3

8. The following is a list of the kinds of articles that might appear in an alumni newspaper. What would be your interest in reading the following items? Please rate all items by circling the number in the appropriate box.

25

	Very Interested	Interested	Not Interested
1. Alumni accomplishments	1	2	3
2. Alumni in uniform	1	2	3
3. Alumni social functions, tours	1	2	3
4. Class notes (weddings, babies, etc.)	1	2	3
5. Faculty briefs (books, grants, etc.)	1	2	3
6. In-depth faculty accomplishments	1	2	3
7. Student news	1	2	3
8. University curriculum (new courses, changes)	1	2	3
9. Administration news	1	2	3
10. Fund-raising	1	2	3
11. University/community relations	1	2	3
12. Review of campus events	1	2	3
13. Coming events on campus	1	2	3
14. Sports	1	2	3
15. Degree courses for adults	1	2	3
16. Non-degree lectures, seminars, etc.	1	2	3
17. Goals and policies of the University	1	2	3

9. Would you agree with the following statement: One of the best things the Pitt Alumni Association could do is offer alumni more opportunities for non-credit, post-college study, e.g., seminars on campus, reading programs at home, and travel/study tours.

Agree 1
Disagree 2
No opinion 3

10. The University of Pittsburgh has a policy of admitting the children of alumni in preference to other candidates with the same qualifications. What do you think of this policy?

Approve 1
Disapprove 2
Undecided 3

44 11. Were you aware that such a policy existed?

Yes 1
No 2

12. Do you have any recommendations you wish to make to the Alumni Association? How could it have more meaning for you?

_____

_____

_____

III. The University of Pittsburgh

Below are several kinds of things that might be important elements in the maturing process. Which of these things do you think the University of Pittsburgh should have given you? (Circle "1" for yes or "2" for no for each of the 11 items.)

	I think Pitt should have . . .	Yes	No
10	1. Prepared me to get ahead in the world.	1	2
	2. Given a broad knowledge of the arts and sciences.	1	2
	3. Developed my abilities to think and express myself.	1	2
	4. Helped prepare me for marriage and family.	1	2
	5. Expanded my tolerance for people and ideas.	1	2
	6. Helped me to form valuable and lasting friendships.	1	2
	7. Helped me to learn how to make my own decisions.	1	2
	8. Trained me for my present job.	1	2
	9. Helped me to learn ways of helping people.	1	2
	10. Helped me to formulate the values and goals of my life.	1	2
	11. Helped me to learn how to get along with others.	1	2

12. Do you feel proud to tell your friends and acquaintances that you attended Pitt? (Circle the number of the statement that best represents your view.)

All of the time 1
Most of the time 2
Some of the time 3
None of the time 4

13. Pitt has been increasing its enrollment partly to give people who have been traditionally denied university training an opportunity for higher education. How do you feel about this? (Please circle appropriate number.)

Approve 1
Disapprove 2
No opinion 3

23 14. If you have any reservations about this, what would be the chief reason?

I am afraid that academic standards will decline 1
I am concerned because Pitt is already so large 2
I am concerned because we don't need more people with university degrees 3
I am concerned, other: (write in) 4

_____

_____

24 15. The University has sometimes received criticism from its immediate "neighbors," particularly over some of its building plans. How do you feel about this? (Circle the appropriate number)

Pitt has gone too far in accommodating community groups 1
Pitt is doing the best it can under the circumstances 2
Pitt ought to consult more with community groups and try to accommodate their needs 3
Pitt ought to include community groups directly into decision-making on building plans 4

16. How would you evaluate University-community relations? (Please circle ONE)

Excellent 1
Good 2
Fair 3
Poor 4
Don't know 5

17. Are there things that you would like to know more about with respect to University affairs? (Please circle ONE)

Yes 1
No 2

If yes, please specify below:

_____

_____

_____

27 17b. Which, if any, of the following things do you do if you are upset about events at Pitt? (Please circle ONE)

Complain to the University 1
Complain to the Alumni Association 2
Complain to friends and acquaintances 3
Withhold financial support 4
Suffer in silence 5
Contact the newspapers or other public media 6
Contact a legislator 7
None of the above 8

9.

Please indicate whether you Agree (1) or Disagree (2) or have No Opinion (3) on the following statements by circling the appropriate number in the right hand column.

		Agree	Dagr	NoOp
28	18. On the whole, I feel the administration at Pitt is doing a fine job.	1	2	3
	19. On the whole, the Pitt faculty is well-qualified and responsible.	1	2	3
	20. Faculty tenure is an indispensable element in the protection of academic freedom.	1	2	3
	21. Faculty members who fail to maintain their competence as teachers and scholars should not be protected by tenure.	1	2	3
	22. Extra effort should be made to lure more minority group faculty.	1	2	3
	23. Pitt has provided its students with good ways to voice complaints about teaching, curriculum, facilities, etc.	1	2	3
	24. There should be a special admissions policy for students from disadvantaged backgrounds (e.g., blacks and the poor).	1	2	3
	25. There is a need for more courses reflecting concern with urban problems.	1	2	3
	26. The University should assume some responsibility for governing dormitory student hours and activities.	1	2	3
	27. The University should get out of the "housing business" and stop building dormitories. Let the private sector manage accommodations for students.	1	2	3
	28. The University should play a larger role in alleviating social ills in urban areas.	1	2	3
	29. The University pays more attention to national/international views than state/local views in developing its policies.	1	2	3
	30. Even though the University of Pittsburgh now receives funds from the state, private financial support is still very important.	1	2	3
	31. University of Pittsburgh students are not as wild as students shown in the news media.	1	2	3
	32. On the whole, the University of Pittsburgh students seem to appreciate the opportunity for a college education.	1	2	3
43	33. Pitt should concentrate mainly on educating local young people rather than strive for a mix of people from other places.	1	2	3

10.

Rank the following in order of their importance to you as sources of information about the University and for general news. (1 = most important; 6 = least important.)

	34. About the University	Rank	35. General News	Rank
44	Radio	___	Radio	___
	Television	___	Television	___
	Newspapers	___	Newspapers	___
	Magazines	___	Magazines	___
	Friends	___	Friends	___
	University publications	___	University publications	___

Do you think the following publications are informative about the University of Pittsburgh? (Please check the appropriate box.)

		Most of the time	Some of the time	Never	Do not read	Do not receive
36.	Alumni Times					
37.	Pitt News					
38.	University Times					
39.	Pitt Magazine					
40.	Magic Bus					
41.	Nite Times					
42.	Pitt Parent					
43.	Pittsburgh Press					
44.	Pgh. Post-Gazette					

65-66 45. In the news media (press, radio, television), do you think the University is presented as being mainly: (Please circle one)

Geared to scholars and liberal arts education 1
Geared to skilled technicians and professionals 2
Representing interesting social life 3
Presenting social change and/or innovation 4
Concerned with expansion, investments, etc. 5
As not having any particular orientation 6
Other: (specify below) 7

_____

_____

67 46. In the news media, do you think the University of Pittsburgh is presented as being mainly: (Please circle one)

Oriented to the local community 1
Oriented to the larger world 2

47. Below are some of the possible goals the University of Pittsburgh might pursue. Supposing you were in a position to make vital administrative decisions at the University of Pittsburgh; how would you rank the following suggested goals? Please assign the number (1) to the one you feel is most important, the number (2) to the one you feel is next most important, all the way to number (9) for the least important. Please assign a different number to each goal even though you might feel some goals are very close in relative importance.

		Rank
68	Provide a high-quality four-year undergraduate education.	____
	Provide a graduate professional and technical training (doctors, Ph.D.'s, administrators, public health specialists).	____
	Extend human knowledge through research.	____
	Provide for part-time adult evening degree work and study.	____
	Conduct programs to alleviate social ills in urban areas.	____
	Conduct remedial and upgrading programs for those deprived of adequate educational opportunities.	____
	Provide undergraduate technical and professional training programs (undergraduate business, social work, etc.).	____
	Conduct training programs in other countries in such fields as education, engineering, and health.	____
76	Provide consulting and training services for governments, business, social agencies.	____

Please write in any other goals not listed above that you feel are important. (Please specify)

_____

_____

_____

_____

_____

- Over -

12.

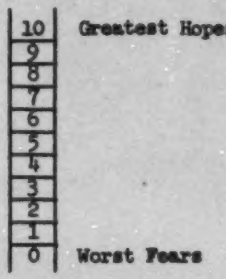
Looking at the ladder below, suppose the top of the ladder (10) represents your greatest hopes for the University of Pittsburgh, and the bottom (0) represents your worst fears. Fill in the number beside each of the following three questions with the number on the ladder which most represents your judgment.

10-11

48. Where would you put the University of Pittsburgh at the present time? ____

49. Where did the University of Pittsburgh stand five years ago? ____

50. Where do you think the University of Pittsburgh will be on the ladder five years from now? ____



51. What changes would you like to see at the University of Pittsburgh?

Alumni Survey Results

A Group Portrait of UBC Graduates

THE UBC ALUMNI ASSOCIATION survey of alumni opinions has produced an interesting picture of the attitudes of graduates towards their university, the alumni association and higher education in general.

In broad outline, the profile that emerges indicates that most alumni:

- feel a sense of loyalty to UBC;
- are eager for news of university/alumni affairs;
- want the association to foster better integration of university and community;
- feel the association's image is one of a fund-raising organization;
- believe the association's operation should not be financed (as it now is) by a UBC grant;
- want the association to encourage more continuing education programs;
- and certainly do not believe the provincial government spends too much on education.

These main results are contained in the report of the alumni opinion survey committee which is now being studied by the alumni board of management for possible policy action. Chaired by **Chuck Campbell,** BA'71, alumni third vice-president, the committee was composed of **Peter Forward,** BCom'53, a marketing research professional; **Levente Kornya,** BSc'62, a management consultant; and **Frank C. Walden,** BA'49, alumni past president. With the assistance of a marketing research firm, the committee endeavored to discover the attitudes of alumni toward the present operation of the alumni association and the role of UBC in higher education with a view to seeing whether new policies were needed.

In October 1971 questionnaires were mailed to a random sample of 5,003 alumni and 1,779 were returned. This was more than a 34 per cent rate of return, which the committee feels is higher than needed to give the survey statistical validity — to make it valid, in other words, to regard the attitudes expressed as true for all alumni.

Several main attitudes towards the alumni association emerged strongly from the survey. Alumni generally seem to feel the alumni association does a fine job and deserves support. Some 42 per cent of graduates responded positively to the question on that point, while nine per cent replied negatively and 49 per cent expressed no opinion.

This latter result may tie in with another major theme that emerges from the survey: the desire for more information about alumni association activities, and about university developments. (See adjacent table for complete survey results.) In this connection, it was found that 70 per cent of alumni feel the *Chronicle* does a pretty good job of presenting articles and news of wide appeal, while nine per cent do not and 21 per cent have no opinion. At the same time, 75 per cent enjoy reading the *Chronicle*, while 18 per cent do not and seven per cent have no opinion. But 64 per cent of graduates believe the magazine could do better by presenting more information about student attitudes and problems.

Alumni generally made it clear that they would like more information about alumni association organization, financing, elections and relationship with the University. On the question of university affairs, graduates are eager for more information about continuing education programs, course changes, cultural events, faculty changes and physical development of the University.

The survey also showed that 62 per cent of graduates feel the image of the alumni association is that of a fund-raising organization (17 per cent did not feel this way and 21 per cent didn't know). But they do not feel that the association should cease raising funds. However, they also feel the association should not conduct more fund raising appeals than at present.

Graduates also appear to believe that the alumni association should pursue an active and independent role in university affairs. For one thing, 47 per cent feel the association should not be financed by an annual UBC grant as it now is; 28 per cent believe the association should be and 25 per cent have no opinion. In addition, 74 per cent of respondents feel the association should be involved in university affairs, while 57 per cent feel it should pursue an independent role in its dealings with the University, the government and the community. Alumni also feel fairly strongly that the association should promote better integration of the University and the community (75 per cent in favour, seven per cent against and 18 per cent no opinion).

The survey also produced these further interesting results:

- 56 per cent of alumni are not willing to become active in alumni affairs (20 per cent are and 24 per cent made no reply);
- 57 per cent believe more students should be in-

volved in association activities;
- 39 per cent believe faculty tenure is necessary to academic freedom while 39 per cent do not believe so and 22 are undecided;
- 73 per cent feel faculty should be required to have instruction in teaching methods;
- 58 per cent of graduates feel that limits should be set on the proportion of non-Canadian faculty hired;
- and 84 per cent of alumni do not believe the provincial government spends too much on education.

For the full story, see the adjacent table.

I. The Association — Its Role and Structure

	No Reply	Yes	No
1. The Alumni Association should take an active interest in student opinion on campus	16	71	13
2. The Alumni Association does a fine job and deserves my support	49	42	9
3. There should be local branches of the Alumni Association to encourage more active participation of members in its affairs	31	48	21
4. The Alumni Association should encourage increased student participation in its activities by students in their final years on campus	26	56	18
5. I am aware of the management structure of the Alumni Association	15	14	71
6. The Alumni Association should act as an independent body in its dealings with the University, the government and the community	29	57	14
7. Members of the Alumni Association's governing board should choose their successors in office	25	9	66
8. I would be interested in receiving more information about:			
a) Management of the Alumni Association	17	50	33
b) Financing of the Alumni Association	16	52	32
c) Election/appointment of association office holders	18	52	30
d) Relationship of the Alumni Association to the University	13	68	19
9. There should be separate divisions of the Alumni Association representative of the different faculties or of faculty groups	32	27	41
10. A variety of ages and backgrounds should be represented by persons on the association's governing board	12	84	4
11. The cost of operating the Alumni Association should be raised by means of:			
a) A grant from UBC	25	28	47
b) Contributions from alumni	22	66	12
c) Income from property and bequests	26	63	11
d) Membership dues	23	53	24
12. I would be prepared to take an active role in alumni affairs at UBC	24	20	56
13. The Alumni Association should stay out of university affairs	18	8	74
14. I would support the election of the association's governing board by means of a mail ballot	20	69	11
15. I think the Alumni Association should:	No Reply	Yes	No
a) Promote better integration of the university and the community	18	75	7
b) Encourage the physical growth of UBC	28	32	40
c) Be dissolved	17	4	79
16. It is fair to say that the image of the Alumni Association is primarily that of a fund-raising organization	21	62	17
17. Despite UBC graduates varying so widely in their beliefs and attitudes, the Alumni Association should attempt to represent them as a single body	26	53	21
18. I have considerable interest in UBC Alumni Association activities	20	26	54
19. I wish the Alumni Association would forget I exist and stop sending me the *Chronicle* and appeals for funds	13	10	77

II. The Association — Activities: Present and Potential

1. Alumni should be expected to contribute through donations towards the finances of UBC	17	37	46
2. There should be local branches of the Alumni Association to encourage more active participation of members in its affairs	31	48	21
3. The Alumni Association should organize charter flights for members	30	48	22
4. I think the Alumni Association should cease its efforts at raising funds for the University	19	16	65
5. The Alumni Association should encourage increased student participation in its activities by students in their final years on campus	25	57	18

	No Reply	Yes	No
6. I enjoy the *Chronicle* and usually read one or more articles in each issue	7	75	18
7. I would be interested in receiving more information about:			
a) University extension and continuing education programs	10	77	13
8. There should be separate divisions of the Alumni Association representative of the different faculties or of faculty groups	32	27	41
9. I would be prepared to take an active role in alumni affairs at UBC	24	20	56
10. The *Chronicle* does a pretty good job in presenting articles and news of wide appeal to association members	21	70	9
11. Continuing opinion polls of UBC alumni would be an effective means of gauging their views on matters of concern to the association's governing board	20	74	6
12. I think the Alumni Association should:			
a) Provide information and contact services so alumni can keep in touch with one another	26	51	23
b) Provide alumni with information about university affairs and academic matters	10	86	4
c) Promote better integration of the University and the community	18	75	7
d) Raise more money for student scholarships and bursaries	28	52	20
e) Give assistance to native Indian education	24	59	17
f) Conduct more appeals for funds	37	21	42
g) Develop a student counselling service	24	43	33
h) Take an active role in the peace movement	23	27	50
i) Encourage the physical growth of UBC	28	32	40
j) Become more involved in continuing education programs to give alumni the opportunity to keep up to date in their field	15	75	10
k) Assist graduates in finding employment	19	51	30
13. The *Chronicle* would provide a more valuable service to alumni if it kept them informed about student attitudes and student problems	23	64	13
14. If I face up to it, I should be giving UBC more money than I do	19	40	41
15. Despite UBC graduates varying so widely in their beliefs and attitudes, the Alumni Association should attempt to represent them as a single body	26	53	21
16. I would welcome the opportunity to express my opinions on matters affecting the university about which I feel reasonably well-informed	23	55	22
17. The Alumni Association should continue to organize class reunions	29	53	18

III. The University of British Columbia

1. I still feel a sense of loyalty towards UBC	5	86	9
2. My own time on campus was thoroughly enjoyable	7	77	16
3. Athletic scholarships should be offered by UBC provided academic standards are not impaired	12	55	33
4. The standards for admission of students to UBC should be raised to increase the quality of scholarship and reduce enrolment	15	43	42
5. I find *UBC Reports* a helpful means of keeping abreast of the developments on campus	7	79	14
6. The Board of Governors of UBC is responsive to the challenges that face the university	47	33	20
7. Tuition fees at UBC should be increased so that students pay at least a quarter of the university operating costs	18	17	65
8. I would be interested in receiving more information about:			
a) Relationship of the Alumni Association to the University	13	68	19
b) Physical development of the University	12	73	15
c) Faculty changes at the University	15	63	22
d) Changes in course content	11	73	16
e) University extension and continuing education programs	10	77	13
f) Talks/films/cultural activities of UBC open to the public	12	71	17
9. I have an interest in keeping abreast of the situation on the UBC campus	6	86	8
10. I would enjoy more personal contact with UBC than I have today	22	55	23
11. I have been back to visit the UBC campus since I received my degree or diploma	1	88	11
12. The Alumni Association should stay out of university affairs	18	8	74
13. UBC now has so many students that the university authorities should limit admissions to ensure that it does not grow any larger	19	49	32
14. My attachment to UBC is stronger than it is to any other university	5	79	16
15. If I face up to it, I should be giving UBC more money than I do	19	40	41
16. I would welcome the opportunity to express my opinions on matters affecting the University about which I feel reasonably well-informed	23	55	22

IV. Higher Education — General

	No Reply	Yes	No
1. Universities change too slowly in the face of new needs	18	47	35
2. Faculty tenure is necessary to protect academic freedom	22	39	39
3. Alumni should be expected to contribute through donations towards the finances of UBC	17	37	46
4. There is some justification for the student complaint that economic and social inequities are particularly hard to tolerate in an affluent society	11	69	20
5. Students who advocate disruptive tactics on campus constitute a very small minority of the total student body	14	81	5
6. UBC should concentrate on education in fields where there is a demonstrated demand for graduates	7	60	33
7. All members of faculty should be compelled to take instruction in teaching methods	6	73	21
8. Regional colleges should assume an intermediate role between the high schools and the universities	7	82	11
9. A function of regional colleges should be to separate students into those more suited for academic or for technical education	9	68	23
10. Tuition fees at UBC should be increased so that students pay at least a quarter of the university operating costs	18	17	65
11. Students should be granted direct representation on the UBC Board of Governors	17	46	37
12. Within each faculty at UBC definite limits should be set on the proportion of non-Canadian faculty members	10	58	32
13. Students from places outside B.C. should pay higher tuition fees than students from B.C.	10	54	36
14. Whatever legitimate complaints the students may have, there is no justification for interfering with the rights of others to attend class or to have job interviews on campus	6	85	9
15. Students should be consulted about new appointments to faculty	12	18	70
16. The B.C. provincial government should make funds available to equalize the cost of attending UBC for students from outside greater Vancouver	12	62	26
17. We need universities which encourage vigorous criticism of our society	13	57	30
18. Much of the blame for student disorders should be placed on faculty members who either encourage disruptive behaviour or do nothing to discourage it	20	30	50
19. Students are justified in protesting against class sizes which make personal contact with teachers impossible for the majority	7	80	13
20. The B.C. provincial government spends too much on higher education	13	3	84
21. Students should regard attendance at university as a privilege, not a right	8	68	24
22. I agree with the education priorities and policies of the B.C. provincial government	30	11	59

HOOD COLLEGE ALUMNAE ASSOCIATION

PART I. GENERAL INFORMATION

Hood Education

1. How do you regard your Hood education for:

	Excellent	Good	Fair	Poor	No Opinion
Preparing you for a career					
Preparing you for civic obligations					
Developing your self-awareness					
Providing you with a well-rounded education					

2. What do you feel are Hood's major strengths now?

_____

_____

What do you feel are Hood's major weaknesses now?

_____

_____

3. If you were to do it again, would you choose Hood?

Yes _____

No _____ Uncertain _____

Why or why not? _____

4. Hood is now questioning whether it should increase enrollment from its present 650 resident, 240 commuter, and 220 part-time graduate student base. How do you respond to the following?

	Strongly Agree	Agree	Disagree	No Opinion
Hood is presently large enough				
Hood's small size was important in my decision to come to Hood				
Hood should remain primarily a residential undergraduate college				
Hood should remain a college primarily for women				
Hood should grow to an undergraduate student body of approximately 1200				

5. How thoroughly do you read the following:

	Thoroughly	Certain Parts	Glance Through	Seldom	Don't Receive
Alumnae Magazine					
Class News	_____	_____	_____	_____	_____
Alumnae Profiles	_____	_____	_____	_____	_____
Articles on curriculum	_____	_____	_____	_____	_____
Articles on student events	_____	_____	_____	_____	_____
Articles on higher education	_____	_____	_____	_____	_____
Alumnae Association News	_____	_____	_____	_____	_____
Faculty articles	_____	_____	_____	_____	_____
"On Campus" features	_____	_____	_____	_____	_____
Features about faculty and staff	_____	_____	_____	_____	_____
Dr. Pritchard's Newsletter	_____	_____	_____	_____	_____
Blue and Grey (student newspaper)	_____	_____	_____	_____	_____
Annual Alumnae Fund appeals	_____	_____	_____	_____	_____

6. What kind of a job does Hood do in keeping you informed about what is going on at the campus?

Excellent _____ Poor _____

Good _____ No opinion _____

Fair _____

7. Which format do you prefer for the *Hood Alumnae Magazine?*

Magazine (as it is now) _____ Newspaper _____

Sunday supplement type paper _____ No opinion _____

Newsletter _____

8. Do you make use of the alumnae calendar?

Yes _____

No _____

9. Please make any suggestions for improving communications here.

_____

_____

_____

Alumnae Reunion Weekend

10. Which Alumnae Reunion Weekend programs interest you?

	Much Interest	Little Interest	No Interest	No Opinion
Academics for alumnae				
Family weekend				
Social events				
College information				
Other				

11. When would you prefer to hold Alumnae Reunion Weekend?

While college is in session		In the summer	
When college is not in session		In the fall	
In the spring		No opinion	

Alumnae Fund

12. Which of the following appeals have motivated you to contribute to Hood College?

	Strong Appeal	Neutral	Weak Appeal	No Opinion
Personal letter from class agent				
Personal letter from special gifts chairperson				
Annual Alumnae Fund appeals				
Phonathon				
Alumnae Magazine				
Dr. Pritchard's Newsletter				

13. What suggestions would you make to improve Alumnae Fund appeals?

Hood Participation

14. Within the last five years approximately how many times have you:

Visited the college? _____

Contributed to the Alumnae Fund? _____

Attended a Hood Club function in your area? _____

Talked to a prospective student about Hood? _____

Attended Alumnae Reunion Weekend? _____

15. Would you like to contribute articles to the Alumnae Magazine?

Yes _____

No _____

16. If asked, would you be willing to serve as a Class Agent for the Alumnae Fund?

Yes _____

No _____

17. Would you like to be contacted by the Development Office with regard to estate planning, deferred giving, or gifts which would not only help Hood, but would benefit you from a tax and income standpoint?

Yes _____

No _____

18. Are you able to employ or help Hood students find employment during the summer months?

Yes _____

No _____

Are you able to serve as a resource person for Hood students seeking information about a particular career?

Yes _____

No _____

Which careers? _____

_____

PART II. BIOGRAPHICAL INFORMATION

First Middle Birth Name Married Name

1. _____
Miss, Ms., Mrs., Dr., Mr.

_____
Home Address (street, city, state, zip code)

Did this publication reach the correct address? Yes _____, No _____

Date of birth _____, Hood Class _____

Graduate: Yes _____, No _____

Social Security Number _____, Telephone ( ) _____

2. _____ / _____
Present occupation (be specific) Title

Full time _____, Part time _____

_____
Employer's name

_____
Business address (street, city, state, zip code)

_____
Previous employment

3. List memberships in professional societies, associations, civic organizations, service clubs, Hood Clubs, etc., and directorships, trusteeships or elected offices:

_____

_____

4. List graduate and honorary degrees with name of institution and other academic awards, fellowships, etc., received after Hood:

_____

_____

5. Relatives who have attended Hood:

_____ _____ _____
Name Class Relationship

_____ _____ _____
Name Class Relationship

HOOD COLLEGE
FREDERICK
MARYLAND 21701

Postage will be paid by

No Postage Stamp Necessary if Mailed in the United States

BUSINESS REPLY MAIL

FIRST CLASS
Permit No. 144
Frederick, Md.

Fold with College address outside

6. Marriage status: Single _____, Married _____, Divorced _____,
Separated _____.

Spouse's name _____

Occupation _____

Colleges _____, Degrees _____

7. Children:

_____ _____
Name Birthdate

_____ _____
Name Birthdate

St. John's University
Queens, N.Y. 11439

Dear Graduate of St. John's University:

One of the pleasures I frequently experience in conversation with alumni who have not visited their Alma Mater in a long time is to observe the look of amazed delight as they witness the phenomenal physical expansion on campus. They are equally astonished as they learn of the formidable faculty as well as the numerous and innovative academic programs established since their graduation. I am confident that you can share in gratitude and pride as we reflect that our St. John's has indeed come a long way in a short time.

This may seem like an introductory pitch for soliciting funds, a perennial task of the modern college president. Actually, it is not. I am seeking your valued aid, however, in another area of vital importance to your institution.

In the fall of 1975, St. John's will be re-evaluated by the regional accrediting agency, The Middle States Association. Part of the process of preparation in which we are now involved concerns the appraisal given by the alumni to the education they received at St. John's for their present life situation.

May I ask you kindly to devote a few minutes of your precious time to filling out the enclosed questionnaire and returning it to me at your earliest convenience.

I do not expect to be overwhelmed by exclusive paeans of praise. Realistically, I am aware of our past and even present limitations, but I also know that your honest reflections will help us to strive with greater vigor for the goal of excellence in all areas.

Your prompt reply will also serve to up-date our alumni files, a constant problem in a transient society.

I assure you of my earnest gratitude for your cooperation in this project and I prayerfully hope that your aid will redound to the ultimate good of St. John's University.

Sincerely,

Joseph T. Cahill cm

Very Rev. Joseph T. Cahill, C.M.
President

ST. JOHN'S UNIVERSITY
1975 ALUMNI SURVEY

PLEASE PRINT OR TYPE ONLY

LAST NAME	FIRST	MIDDLE INITIAL

PREFIX (MR., MRS., REV., DR., ETC.)	SUFFIX (JR., SR., ETC.)

HOME ADDRESS

CITY | STATE OR COUNTRY | ZIP CODE

AREA CODE | TELEPHONE

MAIL TO	SEX	DATE OF BIRTH	MARITAL STATUS	MILITARY SVC.
HOME ☐	MALE ☐	MO. DAY YR.	D–DIVORCED OR SEPARATED M–MARRIED W–WIDOWED S–SINGLE ☐	A–ARMY C–COASTGUARD F–AIR FORCE M–MARINES N–NAVY P–PEACE CORPS O–OTHER ☐
BUS. ☐	FEMALE ☐			

FORMER OR MAIDEN NAME

S.J.U. ONLY

SCHOOL	GRADUATION-CLASS YEAR	GRADUATION-CLASS MONTH	DEGREE	FIELD OF STUDY OR DEPARTMENT

OTHER THAN S.J.U.

SCHOOL	GRADUATION-CLASS YEAR	GRADUATION-CLASS MONTH	DEGREE	FIELD OF STUDY OR DEPARTMENT

FOR OFFICE USE ONLY

65

BUSINESS INFORMATION

BUSINESS TITLE

IF SELF-EMPLOYED
GIVE OCCUPATION

RETIRED ☐

FIRM NAME AND ADDRESS

CITY | STATE OR COUNTRY | ZIP CODE

AREA CODE | TELEPHONE

60

CHECK YOUR PROFESSIONAL FIELD

____ ACCOUNTING, AUDITING	____ LAW, JUDICIARY
____ ADVERTISING, PUBLIC RELATIONS	____ MANUFACTURING
____ ARMED SERVICES	____ MEDICINE
____ BANKING, BROKERAGE	____ MINISTRY
____ BUSINESS	____ NURSING
____ CONSTRUCTION	____ OIL, MINING
____ CREATIVE ARTS	____ PUBLISHING, JOURNALISM
____ DENTISTRY	____ PUBLIC UTILITIES
____ EDUCATION	____ RADIO, TELEVISION
____ EDUCATION ADMINISTRATION	____ REAL ESTATE
____ ENGINEERING, ARCHITECTURE	____ RESEARCH
____ FARMING, FORESTRY	____ SOCIAL SERVICE
____ FOREIGN SERVICE	____ STUDENT
____ GOVERNMENT	____ TRANSPORTATION
____ HOMEMAKING	____ OTHER (SPECIFY)
____ INSURANCE	

CHECK ALL THAT APPLY: – RECEIVED WHILE ATTENDING S.J.U.

____ FULL S.J.U.	____ GRANT-IN-AID
____ PARTIAL S.J.U.	____ GRADUATE ASSISTANTSHIP
____ REGENTS	____ EMPLOYEE SCHOLARSHIP
	____ TEACHING FELLOWSHIP

66

TO WHAT EXTENT DO YOU AGREE OR DISAGREE WITH THE FOLLOWING?

Place a check (✓) under the column which best reflects your position on each statement.
(1) Strongly Agree (2) Agree (3) No Opinion (4) Disagree (5) Strongly Disagree

1	2	3	4	5	
___	___	___	___	___	1. My professors were interested in their students.
___	___	___	___	___	2. I received a good education.
___	___	___	___	___	3. There was an appropriate balance between social and academic life.
___	___	___	___	___	4. My experience was generally interesting and challenging.
___	___	___	___	___	5. As a graduate I was as well prepared for graduate school as my contemporaries.
___	___	___	___	___	6. As a graduate I was as well prepared for my occupation as my contemporaries.
___	___	___	___	___	7. Required courses enchanced the liberal arts concept.
___	___	___	___	___	8. The religious life at SJU influenced my personal life.
___	___	___	___	___	9. I look back on my student days with pride.
___	___	___	___	___	10. SJU is a better institution today than when I was a student.

1	2	3	4	5	
___	___	___	___	___	11. I have found that a SJU degree is generally held in high regard.
					12. SJU is projecting an appropriate public image in:
___	___	___	___	___	Admissions
___	___	___	___	___	Intercollegiate athletics
___	___	___	___	___	Scholarship
___	___	___	___	___	Student life
___	___	___	___	___	Overall
___	___	___	___	___	13. I would be willing to counsel students about opportunities in my field.
___	___	___	___	___	14. SJU has a good reputation in my circle of acquaintances.
___	___	___	___	___	15. The teaching effectiveness of the SJU faculty compares favorably with other faculties under whom I have studied.
___	___	___	___	___	16. I would recommend SJU to my son, or daughter, or other high school students.

YES NO

Please Answer YES or NO to the following:

____ ____ 1. Do you have a son or daughter currently a student or a graduate of SJU?

____ ____ 2. Is your spouse currently a student or a graduate of St. John's?

____ ____ 3. Have you received honorary degrees since you left SJU?
If yes, please specify. _____

____ ____ 4. Have you been selected as a member in any honor society since you left St. John's?
If yes, please specify. _____

____ ____ 5. Have you received any local, national, or international awards since you left St. John's?
If yes, please specify. _____

____ ____ 6. Have you been elected to any elective offices since you left SJU?
If yes, please specify. _____

____ ____ 7. Have you published any recognized works in your field since graduation, eg. books, scholarly articles, etc.?

____ ____ 8. Did you receive any loans while attending SJU?

____ ____ 9. Did you receive any scholastic honors while attending SJU?

____ ____ 10. Have you created any original artistic works, eg. film, news, mass communications media, material, paintings, drawings, novels, short stories?

____ ____ 11. Did you graduate with honors? (eg. Cum Laude etc.)

STUDENT ACTIVITIES

Please check as many of the following activities you participated in as a student:

____ University Governance Structures (University Senate, Faculty Councils, etc.)
____ Honor Societies
____ Newspaper
____ Yearbook
____ Law Review
____ Other Publication (specify) _____
____ Student Union
____ Communication Arts Clubs (TV, Radio, etc.)
____ Student Government
____ Community Service Group (specify) _____
____ Student Union
____ Intermural Athletics
____ Class Officer
____ Glee Club/Band
____ Debate
____ Fraternity/Sorority
____ Science Society (eg. Math, Phys, etc.)
____ LanguageSociety (eg. Fre, Spa, etc.)
____ Humanities Society (eg. Phil, Eng, etc.)
____ Social Science Society (eg. Hist, Soc, etc.)
____ Business Society (eg. Mkt, Mgt, etc.)
____ Drama
____ Political Society (Young Democrates, YAF, etc.)
____ Cheerleader/Coordinettes/Twirlers

CLUB/VARSITY ATHLETICS

____ Baseball
____ Basketball
____ Track
____ Swimming
____ Fencing
____ Golf
____ Tennis
____ Bowling
____ Rifle
____ Crew
____ Football
____ Soccor
____ Rugby

WEST VIRGINIA UNIVERSITY FACULTY-STAFF SURVEY

March 1972

Every attempt has been made to keep this questionnaire short and to the point. Please respond to each question that applies to you. If you hold a faculty rank (whether or not you actually teach), answer all except question 11. If you do not hold a faculty rank, do not answer questions 12 through 16.

Please indicate your answer by circling the number opposite the response you have selected.

EXAMPLE:

Your employer: West Virginia University ..... ①
University of Vermont 2
University of California 3

Ignore the small numbers in italics after each question. They serve simply as guides for processing of the questionnaire.

1. Sex: Male ..... 1 Female ..... 2 *(7)*

2. Age group: 29 or younger ..... 1 40 – 49 3
30 – 39 ..... 2 50 or over ..... 4 *(8)*

3. Which of the following **best describes** your position at West Virginia University?

Lecturer 1
Instructor 2
Assistant Professor 3
Associate Professor 4
Professor 5
Administrator 6
Professional:
(Physician, etc.) 7
Secretary or Clerk 8
Technician 9
Nurse 10
Maintenance, Custodial,
Security 11
Food Service 12
Other (please specify) _____
_____ *(9-10)*

		Yes	No	
4.	a. Are you a full-time employee of WVU?	1	2	*(11)*
	b. Did you ever live in West Virginia before accepting your first position at WVU?	1	2	*(12)*
	c. Were you ever a student at WVU?	1	2	*(13)*
	d. Do you hold any degrees from WVU?	1	2	*(14)*

5. How long have you worked at WVU? 10 years or more ..... 1 5 to 9 years 2
2 to 4 years ..... 3 Less than 2 years ..... 4 *(15)*

6. As far as size goes, do you feel WVU is: Too small ..... 1 About right 2
Too large ..... 3 No opinion ..... 4 *(16)*

7. Would you characterize WVU as being: Friendly ..... 1 Impersonal 2
Unfriendly ..... 3 No opinion ..... 4 *(17)*

8. What is your **most frequent** source of information about WVU policies?

Supervisors 1
Colleagues or friends 2
Daily Athenaeum 3
Alumni Publications 4
WVU Magazine 5
WVU occasional paper
(with paycheck) 6
Local media 7
Other (please specify) _____
_____ *(18)*

9. In order to develop policies which reflect the needs of the University community, it is vital to know how various groups assess specific programs. Please indicate the degree to which you are satisfied or dissatisfied with each of the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opinion	
Athletic program	1	2	3	4	5	(19)
Computer Center	1	2	3	4	5	(20)
University Book Store	1	2	3	4	5	(21)
University Relations/News Service	1	2	3	4	5	(22)
Personnel Office	1	2	3	4	5	(23)
University publications (printing, photography, design, etc.)	1	2	3	4	5	(24)
Maintenance of buildings and grounds	1	2	3	4	5	(25)
University support for faculty and staff travel to professional meetings, etc.	1	2	3	4	5	(26)
Academic freedom at WVU	1	2	3	4	5	(27)
Students' rights policies	1	2	3	4	5	(28)
Parking facilities	1	2	3	4	5	(29)
President's Office	1	2	3	4	5	(30)
University involvement in the state's social and economic problems	1	2	3	4	5	(31)
Alumni office	1	2	3	4	5	(32)
The quality of WVU students	1	2	3	4	5	(33)
Student Educational Services	1	2	3	4	5	(34)
Mountainlair	1	2	3	4	5	(35)
Comptroller's Office	1	2	3	4	5	(36)
Campus security	1	2	3	4	5	(37)
University calendar	1	2	3	4	5	(38)
Opportunities for members of minority groups	1	2	3	4	5	(39)
Opportunities for women	1	2	3	4	5	(40)
Recreational opportunities	1	2	3	4	5	(41)
Competence of colleagues and fellow workers	1	2	3	4	5	(42)
Cultural and intellectual climate at WVU	1	2	3	4	5	(43)
Living in Morgantown	1	2	3	4	5	(44)
State support of the University	1	2	3	4	5	(45)
Retirement benefits	1	2	3	4	5	(46)
Medical benefits	1	2	3	4	5	(47)
Opportunities for advancement	1	2	3	4	5	(48)
West Virginia University Foundation, Inc.	1	2	3	4	5	(49)
Library facilities	1	2	3	4	5	(50)
Admissions and Records Office	1	2	3	4	5	(51)
WVU's status in the academic world	1	2	3	4	5	(52)
Purchasing procedures	1	2	3	4	5	(53)
University planning	1	2	3	4	5	(54)
Your salary	1	2	3	4	5	(55)
The influence you have on University decisions that affect you	1	2	3	4	5	(56)

10. Which forms of protest do you think are appropriate at WVU?

Any form of protest should be tolerated 1
Any form of non-violent protest should be tolerated 2
Only non-violent protest that does not interfere with the rights of others should be tolerated 3
No protest should be allowed . . . . . 4 *(57)*

11. ANSWER ONLY IF YOU DO NOT HOLD FACULTY RANK. Please indicate the degree to which you are satisfied or dissatisfied with the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opinion	
The seniority policy	1	2	3	4	5	*(7)*
Opportunities for present employees to fill new vacancies	1	2	3	4	5	*(8)*
Opportunities for transfer to other departments	1	2	3	4	5	*(9)*
Disciplinary practices	1	2	3	4	5	*(10)*
Grievance procedures	1	2	3	4	5	*(11)*
Overtime pay policies	1	2	3	4	5	*(12)*
Sick leave policies	1	2	3	4	5	*(13)*
On-the-job safety	1	2	3	4	5	*(14)*
Your supervisors	1	2	3	4	5	*(15)*
Staff Council	1	2	3	4	5	*(16)*
Vacations and holidays	1	2	3	4	5	*(17)*
Equal opportunity programs	1	2	3	4	5	*(18)*

Please Answer The Remaining Questions Only If You Hold Faculty Rank

12. The University is supported in part by private or non-state appropriated income. What percentage of the total WVU budget would you estimate comes from such sources?

0 – 20% 1
21 – 40% 2
41 – 60% 3
61 – 80% 4
81 – 100% . . . . . 5 *(19)*

13. Do you think this non-appropriated money should be used for:

	Yes	No	
Faculty salaries	1	2	*(20)*
Faculty travel	1	2	*(21)*
Supporting research	1	2	*(22)*
Student scholarships	1	2	*(23)*
Current expenses	1	2	*(24)*
Physical plant	1	2	*(25)*
Other (please specify)_____	1	2	*(26)*

_____

14. Faculty promotions are based upon an assessment of performance in two of three areas (teaching, research, and service to the state). Do you feel that:

	Yes	No	
a. A good balance is being maintained among these areas	1	2	*(27)*
b. Too much emphasis is given research only	1	2	*(28)*
c. Too much emphasis is given teaching only	1	2	*(29)*
d. Too much emphasis is given service only	1	2	*(30)*
e. Too much emphasis is given other factors, such as personal friendship, etc.	1	2	*(31)*

15. Please indicate the degree to which you are satisfied or dissatisfied with the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opinion	
University Senate	1	2	3	4	5	(32)
Advisory services for students	1	2	3	4	5	(33)
Opportunities for research	1	2	3	4	5	(34)
Competence of your dean	1	2	3	4	5	(35)
Competence of your department chairman	1	2	3	4	5	(36)
Your personal relationship with your students	1	2	3	4	5	(37)
Your teaching load	1	2	3	4	5	(38)
Your office space	1	2	3	4	5	(39)

16. Please indicate the school or college in which you hold your academic appointment:

Agriculture and Forestry 1
Arts and Sciences 2
Business and Economics 3
Creative Arts Center 4
Engineering 5
Human Resources and Education 6
Journalism 7
Mines 8
Physical Education 9
Social Work 10
Dentistry 11
Medicine 12
Nursing 13
Pharmacy 14
Other (please specify) _____

_____ (40-41)

We invite any additional comments you may have. Please write them at the bottom of this page or on a separate sheet of paper.

This concludes the WVU Faculty-Staff Survey. Thank you for your cooperation. Please return the completed questionnaire to:

WVU Survey
P.O. Box 4178
Silver Spring, Md. 20904

WEST VIRGINIA UNIVERSITY STUDENT SURVEY
March 1972

Every attempt has been made to keep this questionnaire short and to the point. Please respond to each question. Indicate your answer by **circling** the **number** opposite the response you have selected. For example:

EXAMPLE:

Are you a student at: West Virginia University ..... (1)
University of Vermont 2
University of California 3

Ignore the small numbers in italics after each question. They serve simply as guides for processing of the questionnaire later.

1. Sex: Male ..... 1 Female ..... 2 *(7)*

2. Age: 17 or younger ..... 1 — 21 5
18 ..... 2 — 22 6
19 ..... 3 — 23 or older ..... 7 *(8)*
20 4

3. Are you a:

Freshman 1
Advanced Placement Freshman 2
Sophomore 3
Junior 4
Senior 5
Graduate or professional student 6
Other (Please specify) _____ *(9)*

		Yes	No	
4.	a. Are you a full-time student?	1	2	*(10)*
	b. Did you live in West Virginia at the time you were admitted to WVU?	1	2	*(11)*
	c. Has any other member of your family attended WVU?	1	2	*(12)*

5. What were the reasons for your decision to attend WVU?

	Was a factor in my decision	Not a factor in my decision	
Academic reputation	1	2	*(13)*
Cultural programs	1	2	*(14)*
Social opportunities	1	2	*(15)*
Athletic reputation	1	2	*(16)*
Near home	1	2	*(17)*
Comparatively low cost	1	2	*(18)*
Other (specify) _____			

6. While attending WVU, do you live:

At home 1
On-campus housing 2
Off-campus housing 3
Other (specify) _____ *(19)*

7. As far as size goes, do you feel WVU is:
   Too small 1
   About right 2
   Too large 3
   No opinion . . . . . 4 *(20)*

8. Would you characterize WVU as:
   Friendly 1
   Impersonal 2
   Unfriendly 3
   No opinion . . . . . 4 *(21)*

9. As far as out-of-state students are concerned, do you feel that:
   WVU should recruit more 1
   The present ratio is about right 2
   WVU now has too many 3
   No opinion . . . . . 4 *(22)*

10. What is your **single most frequent** source of information about WVU policies?
    Faculty members 1
    Friends 2
    Daily Athenaeum 3
    University publications 4
    West Virginia University Magazine 5
    Local media 6
    Other (specify) _____ *(23)*

		No	Yes	
11.	a. Do you feel you are getting a good education at WVU?	1	2	*(24)*
	b. Do your parents feel you are getting a good education at WVU?	1	2	*(25)*
	c. Have you ever voted in a WVU student election?	1	2	*(26)*
	d. Have you ever participated in student government apart from voting?	1	2	*(27)*
	e. Do you live in a University-supervised dormitory?	1	2	*(28)*
	f. Do you favor unlimited visitation privileges for both men and women in University-supervised dormitories?	1	2	*(29)*
	g. (Undergraduates only) Do you plan graduate study beyond the bachelor's degree?	1	2	*(30)*
	h. (Undergraduates only) Did you transfer to WVU from another college?	1	2	*(31)*

12. How much influence do you think student representatives **should have** on each of the following kinds of decisions?

	No Participation	Some Participation	Much Participation	
a. Hiring of faculty	1	2	3	*(32)*
b. Promotion of faculty	1	2	3	*(33)*
c. Firing of faculty	1	2	3	*(34)*
d. Deciding on required courses	1	2	3	*(35)*
e. Deciding course content	1	2	3	*(36)*
f. Selecting campus speakers	1	2	3	*(37)*
g. Making residence halls rules	1	2	3	*(38)*
h. Establishing student disciplinary policies	1	2	3	*(39)*
i. Determination of fees	1	2	3	*(40)*

13. The University is supported in part by private or non-state appropriated income. What percentage of the total WVU budget would you estimate comes from private sources?
    0 – 20% 1
    21 – 40% 2
    41 – 60% 3
    61 – 80% 4
    81 – 100% . . . . . 5 *(41)*

14. WVU is committed to serving its students and West Virginia in three principal areas: teaching, research, and service to the state. In actuality, do you feel that:

	No	Yes	
a. A good balance is being maintained among these areas	1	2	(42)
b. Too much emphasis is given research only	1	2	(43)
c. Too much emphasis is given teaching only	1	2	(44)
d. Too much emphasis is given service to the state only	1	2	(45)

15. How do you feel about the University's stand on social and political issues?

As a public university, WVU should not take a stand on such issues at all 1
WVU should become **less** involved with these kinds of issues than it is 2
WVU should speak out **more** on these kinds of issues 3 (46)

16. Which **one** of the following statements best describes your beliefs concerning protest at WVU?

a. Any form of protest should be tolerated 1
b. Any form of non-violent protest should be tolerated 2
c. Only non-violent protest that does not interfere with the rights of others should be tolerated 3
d. No protest should be allowed 4 (47)

17. In order to develop policies which reflect the needs of the University community, it is vital to know how various groups assess specific programs. Please indicate the degree to which you are satisfied or dissatisfied with each of the following:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	No Opinion	
Athletic program	1	2	3	4	5	(7)
Class sizes	1	2	3	4	5	(8)
University Book Store	1	2	3	4	5	(9)
University publications	1	2	3	4	5	(10)
Maintenance of buildings & grounds	1	2	3	4	5	(11)
The quality of WVU students	1	2	3	4	5	(12)
Student Counseling Service	1	2	3	4	5	(13)
Mountainlair	1	2	3	4	5	(14)
Campus security	1	2	3	4	5	(15)
University Calendar	1	2	3	4	5	(16)
Acceptance of members of minority groups	1	2	3	4	5	(17)
Opportunities for women	1	2	3	4	5	(18)
Recreational opportunities	1	2	3	4	5	(19)
Cultural and intellectual climate	1	2	3	4	5	(20)
The University's relations with Morgantown	1	2	3	4	5	(21)
State support of the University	1	2	3	4	5	(22)
Health Service	1	2	3	4	5	(23)
Library facilities	1	2	3	4	5	(24)
Admissions and Records Office	1	2	3	4	5	(25)
WVU's status in the academic world	1	2	3	4	5	(26)
Social life at WVU	1	2	3	4	5	(27)
Quality of instruction	1	2	3	4	5	(28)
Opportunities for personal contact with faculty members	1	2	3	4	5	(29)
Your original decision to attend WVU rather than another institution	1	2	3	4	5	(30)
On-campus housing	1	2	3	4	5	(31)

(Question 17 continued on next page.)

	Very Satisfied	Satisfied	Very Dissatisfied	Dissatisfied	No Opinion	
Off-campus housing	1	2	3	4	5	(32)
WVU food services	1	2	3	4	5	(33)
Registration procedures	1	2	3	4	5	(34)
Student government effectiveness	1	2	3	4	5	(35)
Tuition	1	2	3	4	5	(36)
Other costs of attending WVU	1	2	3	4	5	(37)
Intramural athletics	1	2	3	4	5	(38)
President's Office	1	2	3	4	5	(39)
Financial aids program	1	2	3	4	5	(40)
Student publications	1	2	3	4	5	(41)
Religious opportunities	1	2	3	4	5	(42)
Disciplinary procedures	1	2	3	4	5	(43)
Residence Halls Association	1	2	3	4	5	(44)
Inter-campus transportation	1	2	3	4	5	(45)
WVU's handling of student questions, suggestions and grievances	1	2	3	4	5	(46)
Orientation programs	1	2	3	4	5	(47)
Placement Service	1	2	3	4	5	(48)
Parking facilities	1	2	3	4	5	(49)
Living in Morgantown	1	2	3	4	5	(50)
Opportunities for personal contacts with administration	1	2	3	4	5	(51)
The influence you have on University decisions that affect you	1	2	3	4	5	(52)

UNDERGRADUATES ONLY:

Core requirements	1	2	3	4	5	(53)
Social fraternities and sororities	1	2	3	4	5	(54)
Preparation provided by WVU for future graduate study	1	2	3	4	5	(55)

Any other comments you have will be welcome. Just note them on a separate sheet of paper and return it with your completed questionnaire.

This concludes the WVU Student Survey. Thanks for your cooperation. Please return the completed questionnaire to:

WVU Survey
P. O. Box 4178
Silver Spring, Maryland 20904

Opinion Poll·State University of New York at Buffalo

Dear Citizen:

The State University of New York at Buffalo (U.B.) is conducting an opinion poll to assess the attitudes of the voters of Erie County toward the University. Your cooperation in completing this brief questionnaire and returning it to us promptly will enable the University to more adequately meet the needs of the people of this area.

Thank you very much for your interest and assistance.

Sincerely yours,

Robert L. Ketter
President

INSTRUCTIONS: After answering the questions, please fold the questionnaire to show the University's address. *There is no need to use a stamp.*

1. When were you last on campus?
   - ☐ within past month
   - ☐ within past six months
   - ☐ within past year
   - ☐ within past five years
   - ☐ more than five years ago
   - ☐ have never been on campus

2. Which of the following services or events of the University have you used or attended during the past year?
   - ☐ cultural events (concerts, exhibits, speakers)
   - ☐ clinics (dental, psychological, speech, etc.)
   - ☐ athletic events or facilities
   - ☐ libraries
   - ☐ workshops, seminars, symposia
   - ☐ evening courses
   - ☐ WBFO, the campus radio station
   - ☐ none
   - ☐ other (specify)_____

3. What is the number of students enrolled at U.B.?
   - ☐ less than 10,000
   - ☐ 10,000-15,000
   - ☐ 15,000-20,000
   - ☐ 20,000-25,000
   - ☐ more than 25,000
   - ☐ Don't know

4. From which source(s) do you get most of your information about U.B.?
   - ☐ students
   - ☐ friends
   - ☐ newspapers
   - ☐ radio
   - ☐ television
   - ☐ alumni publications
   - ☐ official University catalogs
   - ☐ student newspapers
   - ☐ other (specify)_____

5. To be admitted to U.B.'s freshman class, a high school senior must have
   - ☐ an excellent high school record
   - ☐ a good high school record
   - ☐ a below-average high school record
   - ☐ a very good high school record
   - ☐ an average high school record
   - ☐ a poor high school record

6. How is construction of the new U.B. campus being financed? (Please check one.)
   - ☐ bonds paid back by student tuition and fees
   - ☐ gifts to the University by individuals and business
   - ☐ tax dollars provided to the State University
   - ☐ don't know

7. Where does U.B. rank as an employer in Western New York?
   - ☐ one of top three employers
   - ☐ one of top ten employers
   - ☐ don't know
   - ☐ one of top five employers
   - ☐ one of top twenty-five employers

8. From which area does U.B. draw most of its students? (Check one.)
   - ☐ Western New York
   - ☐ Metropolitan New York City Area
   - ☐ don't know
   - ☐ Upstate New York
   - ☐ Outside New York State

9. What are the areas in which you would like more information about the University?
   - ☐ academic programs
   - ☐ community services and programs
   - ☐ cultural events
   - ☐ athletics
   - ☐ evening courses
   - ☐ other (specify)_____

10. In your opinion, how important are the following functions of the University?
Instruction: unimportant ☐1 ☐2 ☐3 ☐4 ☐5 very important
Research: unimportant ☐1 ☐2 ☐3 ☐4 ☐5 very important
Public Service: unimportant ☐1 ☐2 ☐3 ☐4 ☐5 very important

11. How could you describe the University?
☐ Conservative ☐ Moderate ☐ Liberal ☐ Radical

12. Do you think U.B. is important to the Western New York economy?
☐ Yes ☐ No ☐ don't know

13. If you have had the opportunity to evaluate the work of U.B. graduates, how would you rate their capability on this scale? (If you have had no contact with U.B. graduates, leave blank.)
very low ☐1 ☐2 ☐3 ☐4 ☐5 very high

14. How important do you consider athletic teams such as basketball and hockey at U.B.?
☐ very important ☐ important ☐ not important ☐ no opinion

15. Are you in favor of construction of the new U.B. Amherst Campus?
☐ Yes ☐ No ☐ No opinion

16. Do you feel that the U.B. faculty makes worthwhile contributions to the Western New York community?
☐ Yes ☐ No ☐ No opinion

17. Do you think U.B. provides a quality education for its students?
☐ Yes ☐ No ☐ No opinion

18. How would you rate U.B. as an academic institution?
☐ Outstanding ☐ Above average ☐ Average ☐ Below Average ☐ Poor

19. Which of the following best describes your feelings about U.B.?
☐ like U.B. very much ☐ like U.B. ☐ dislike U.B. ☐ dislike U.B. strongly ☐ no opinion

20. Do you think U.B. should accept more students from this area?
☐ Yes ☐ No ☐ Don't know

21. Would you send your son or daughter to U.B.?
☐ Yes ☐ No

22. Do you think U.B. is serving the needs of the people of this area?
☐ Yes ☐ No

23. Are you a graduate of the University at Buffalo?
☐ Yes ☐ No

24. Have you ever attended the University at Buffalo
☐ Yes ☐ No

25. Your age:
☐ below 21 years ☐ 21-25 years ☐ 26-35 years ☐ 36-45 years ☐ 46-59 years ☐ 60 or over

26. Your sex:
☐ male ☐ female

27. Your race or ethnic group:
☐ White ☐ Black or Negro ☐ Native American or Indian ☐ Spanish-speaking ☐ Oriental ☐ Other _____

28. Your marital status:
☐ Single ☐ Married ☐ Widow or widower ☐ Separated ☐ Divorced

29. The approximate income of the head of your household:
☐ under $5,000 ☐ $5,000-$9,999 ☐ $10,000-$14,999 ☐ $15,000-$19,000 ☐ $20,000-$24,999 ☐ Over $25,000

30. How much education have you completed?
☐ eighth grade ☐ two-year college or business, technical or vocational school ☐ Bachelor's degree program in college
☐ high school ☐ some college ☐ Graduate or Professional School

31. How long have you lived in the Buffalo area? _____ years

32. What is your occupation? Please be specific (for example, high school teacher, auto mechanic, pharmacist).
_____

33. If you could change one thing about U.B., what would it be? _____
_____

UNIVERSITY OF RICHMOND SURVEY

– (1)
– (2)
– (3)
– (4)

Every attempt has been made to keep this questionnaire short and to the point. Please answer each question. Please indicate your answer by circling the number opposite the response you have selected.

EXAMPLE:

This questionnaire is about: University of Richmond ..... (1)
University of Virginia 2
College of William & Mary 3

Ignore the numbers in parentheses after each question. They serve simply as guides for processing the questionnaire.

1. Your age group: 29 or younger ..... 1 40-49 ..... 3 60 or over 5
30-39 ..... 2 50-59 ..... 4 (5)

	Yes	No	
2. Have you ever attended the University of Richmond?	1	2	(6)
Do you hold a degree from the University of Richmond?	1	2	(7)
Has any other member of your immediate family ever attended the University of Richmond?	1	2	(8)
Have you ever attended any of the following at UR:			
Athletic events	1	2	(9)
Cultural events (plays, concerts, lectures, etc.)	1	2	(10)
Night classes	1	2	(11)
Institutes or short courses	1	2	(12)

3. How would you rate the general academic quality of each of the following:

	Excellent	Good	Fair	Poor	No Opinion or Don't Know	
University of Virginia	1	2	3	4	5	(13)
Virginia Commonwealth University	1	2	3	4	5	(14)
Washington & Lee University	1	2	3	4	5	(15)
College of William & Mary	1	2	3	4	5	(16)
Virginia Polytechnic Institute	1	2	3	4	5	(17)
Old Dominion University	1	2	3	4	5	(18)
University of Richmond	1	2	3	4	5	(19)

4. How would you rate the general academic quality of each of the following seven major divisions of the University of Richmond:

	Excellent	Good	Fair	Poor	No Opinion or Don't Know	
Richmond College (for men)	1	2	3	4	5	(20)
Westhampton College (for women)	1	2	3	4	5	(21)
School of Business Administration	1	2	3	4	5	(22)
University College	1	2	3	4	5	(23)
T. C. Williams School of Law	1	2	3	4	5	(24)
UR Summer School	1	2	3	4	5	(25)
UR Graduate School	1	2	3	4	5	(26)

5. From which **two** sources do you learn most about the University of Richmond? (select two)

Times Dispatch	1 *(27)*	UR Alumni	5 *(31)*	UR Publications	8	*(34)*
News Leader	2 *(28)*	UR Students	6 *(32)*	Other (please specify)		
Radio	3 *(29)*	UR Faculty/		_____		*(35)*
Television	4 *(30)*	Employees	7 *(33)*			

6. What would you consider to be the University of Richmond's main strengths? (Please mark **three** you consider most important)

Quality of education offered	1	*(36)*
Quality of leadership	2	*(37)*
Quality of faculty	3	*(38)*
Quality of students	4	*(39)*
Support received from alumni	5	*(40)*
Support received from community	6	*(41)*
Size of enrollment	7	*(42)*
Location	8	*(43)*
Physical facilities	9	*(44)*
Other (Please specify) _____		*(45)*

7. What would you consider to be the University of Richmond's main weaknesses? (Please mark **three** you consider most important)

Quality of education offered	1	*(46)*
Quality of leadership	2	*(47)*
Quality of faculty	3	*(48)*
Quality of students	4	*(49)*
Support received from alumni	5	*(50)*
Support received from community	6	*(51)*
Size of enrollment	7	*(52)*
Location	8	*(53)*
Physical facilities	9	*(54)*
Other (Please specify) _____		*(55)*

8. If your own child or grandchild showed interest in the University of Richmond, would you: (please select **one**)

Strongly recommend that he/she attend UR	1	
Recommend that he/she apply to UR, among other institutions	2	
Recommend that he/she not apply to UR	3	
Strongly recommend that he/she not attend UR	4	
No opinion, or don't know	5	*(56)*

(60)—1
– *(1)*
– *(2)*
– *(3)*

9. How would you rate each of the following aspects of the University of Richmond:

	Excellent	Good	Fair	Poor	No Opinion or Don't Know	
Quality of UR Faculty	1	2	3	4	5	*(5)*
Quality of UR Students	1	2	3	4	5	*(6)*
Competence of UR Administration	1	2	3	4	5	*(7)*
Financial position of UR	1	2	3	4	5	*(8)*
UR's standing in the academic world	1	2	3	4	5	*(9)*

10. (a) Have you ever made a donation (money, property, etc.) to the University of Richmond?

Yes ..... 1 No ..... 2 *(10)*

(b) If your answer was yes, why did you make the donation(s)? (Please indicate all that you consider to be of major importance)

Belief in UR policies	1	*(11)*
Repaying financial assistance received in own student days	2	*(12)*
Belief in need for private higher education	3	*(13)*
Repay UR contributions to Richmond community	4	*(14)*
Tax deductibility of such gifts	5	*(15)*
Baptist affiliaton of UR	6	*(16)*
Loyalty to UR as alma mater	7	*(17)*

Other reasons (please specify) _____

_____ *(18)*

(c) If your answer to 10(a) was no, why haven't you made a donation? (Please indicate all that you consider to be of major importance)

Have not been asked	1	*(19)*
Cannot afford to at present	2	*(20)*
Am supporting more worthwhile causes	3	*(21)*
Support is not needed	4	*(22)*
Oppose current UR policies	5	*(23)*
Religious affiliation of UR	6	*(24)*

Other reasons (please specify) _____

_____ *(25)*

11. From where do you think the increased support needed by private higher education should come? (Please indicate the **three** potential sources you consider most important.)

Institution's endowment	1	*(26)*	Foundation grants	5	*(30)*
Business and industry	2	*(27)*	Alumni gifts	6	*(31)*
State government	3	*(28)*	Religious organizations	7	*(32)*
Federal government	4	*(29)*	Student tuition	8	*(33)*

Other sources (Please specify) _____ *(34)*

12. Would you say that present student admission requirements of the University of Richmond are:

Too demanding	1	Not demanding enough	3	
About right	2	No opinion	4	*(35)*

13. UR's T.C. Williams School of Law is the only law school in the Richmond Metropolitan area. Would you say that:

T.C. Williams School of Law is now serving Richmond's needs adequately	1
T.C. Willams should be expanded to serve Richmond's needs better	2
A second law school, supported by state funds, should be established in Richmond	3
No opinion, or don't know	4 *(36)*

14. How would you evaluate UR as an asset to the Richmond community?

Excellent 1 Good 2 Fair 3 Poor 4 No opinion, or don't know 5 *(37)*

15. In which ways do you think the University of Richmond could serve the community better than it is doing now? (Please indicate the **three** ways you consider most important.)

Increase the number of free musical programs offered	1	*(38)*
Expand its programs of continuing education for adults	2	*(39)*
Schedule more plays that are open to the public	3	*(40)*
Offer more special cultural programs for children	4	*(41)*
Offer more programs geared to such special groups as businessmen, scientists, lawyers, ministers, etc.	5	*(42)*
Schedule more public lectures by visiting scholars	6	*(43)*
Schedule more special seminars and festivals, such as the recent Boatwright Literary Festival	7	*(44)*
Hold more workshops for area high school students in such fields as journalism, science, music, debate, etc.	8	*(45)*
Other (Please specify) _____		*(46)*

16. Please evaluate each of the following special programs offered by the University of Richmond:

	Excellent	Good	Fair	Poor	No Opinion or Don't Know	
Evening classes of University College	1	2	3	4	5	*(47)*
Institute for Business and Community Development	1	2	3	4	5	*(48)*
School of Christian Studies	1	2	3	4	5	*(49)*
Va. Institute for Scientific Research	1	2	3	4	5	*(50)*
Mediterranean Institute	1	2	3	4	5	*(51)*
UR Forum (Faculty-Alumni Lecture Series)	1	2	3	4	5	*(52)*

(60)—2

We invite any other comments you may have. Please write them at the bottom of this paper or on a separate sheet of paper.

This concludes the University of Richmond Survey. Thank you for helping us. Please return questionnaire to:

Dr. Cletis Pride
College of Journalism
University of Maryland
College Park, Maryland 20742.

MARYLAND READERSHIP SURVEY

You are one of 300 University of Maryland alumni chosen to represent the thousands of readers of Maryland, the University's quarterly magazine. Your participation is vital to the success of the survey. The results of this survey will be used to improve Maryland.

This questionnaire is designed to take only a few minutes of your time. Your answers will be confidential. Would you please complete it today and return it in the enclosed stamped envelope.

I. 1. Your age: ☐ 20-24; ☐ 35-49; ☐ 50-over.

2. Sex: ☐ Male; ☐ Female.

3. Year of first degree (if any) obtained at the University of Maryland _____.

4. Major field of study at the University _____.

5. Are you a member of the Alumni Association? ☐ Yes; ☐ No.

6. Have you ever made a financial contribution to the University?

☐ Yes; ☐ No.

7. If you answered "yes" to question number six, for what purposes have you given money?

☐ support of special funds or campus projects.

☐ for general purpcses (unrestricted gifts).

☐ support of athletic programs.

☐ other (please specify) _____.

more

II. 1. When you receive Maryland do you usually;

☐ read it cover to cover. ☐ read some of it.

☐ read most of it. ☐ read none of it.

2. Does anyone, other than yourself, read your copy of Maryland?

☐ Yes; ☐ No.

III. When you receive Maryland, how much do you read of each of the following regular departments? (Please circle the appropriate number.)

	Always Read	Usually Read	Sometimes Read	Never Read
Alumni Events	1	2	3	4
Alumni Profiles	1	2	3	4
News of Alumni	1	2	3	4
On the Campuses	1	2	3	4
Research at Maryland	1	2	3	4

IV. You recently received the October issue of Maryland. Would you please indicate below how much you read of each article? (Please circle the appropriate number.)

	Read All;	Read Part;	Looked At;	Didn't See or Don't Remember
On the Campuses	1	2	3	4
How Life Began (chemical evolution)	1	2	3	4
Is There a (Family) Doctor in the House?	1	2	3	4
Financial Aid: A Primer for Parents	1	2	3	4
The Great Fire of 1912: Things Were Never the Same	1	2	3	4
Oral History Tapes: No Mysterious Erasures, No Expletives Deleted	1	2	3	4
Research at Maryland	1	2	3	4
Maryland in Europe (A 25-Year Success)	1	2	3	4
People	1	2	3	4
News of Alumni	1	2	3	4

V. As a general rule, how do you rate Maryland in regard to each of the following? (Please circle the appropriate number.)

	Excellent;	Good;	Fair;	Poor;	No opinion
quality of writing	1	2	3	4	5
quality of photographs and illustrations	1	2	3	4	5
range of subjects covered	1	2	3	4	5
general appearance of magazine	1	2	3	4	5
coverage of College Park campus	1	2	3	4	5
coverage of Baltimore campus	1	2	3	4	5
coverage of UMBC	1	2	3	4	5
coverage of UMES	1	2	3	4	5
coverage of University College	1	2	3	4	5
coverage of alumni and alumni events	1	2	3	4	5

VI. Do you think the amount of emphasis Maryland puts on coverage of alumni and alumni events is:

☐ too much ☐ not enough

☐ about right ☐ no opinion

VII. Do you receive alumni publications from any other institutions? ☐ Yes ☐ No

VIII. If you answered "yes" to question seven how do you think Maryland compares with other alumni publications you receive?

☐ Maryland is better.

☐ They are about the same.

☐ Other alumni publication(s) is better.

Please specify other alumni publication(s) you receive _____

_____

IX. The editor of Maryland would like your help in planning future issues of Maryland. Would you please indicate your degree of interest in each of the subjects listed below. (Please circle the appropriate number.)

		Very Interested	Somewhat Interested	Not Interested
1.	admission policies (tuition, etc.)	1	2	3
2.	adult education	1	2	3
3.	agriculture	1	2	3
4.	campus construction	1	2	3
5.	culture (music, performing arts, etc.)	1	2	3
6.	economics (business)	1	2	3
7.	educational program	1	2	3
8.	faculty accomplishments	1	2	3
9.	financial status of the University	1	2	3
10.	health and medicine	1	2	3
11.	history	1	2	3
12.	humor	1	2	3
13.	minorities	1	2	3
14.	nature/conservation/ecology	1	2	3
15.	obituaries	1	2	3
16.	politics	1	2	3
17.	science and technology	1	2	3
18.	social events	1	2	3
19.	sports/recreation	1	2	3
20.	student life	1	2	3
21.	university governance (Regents, administration, etc.)	1	2	3
22.	Other (please specify) _____			

X. The editor would welcome any other comments or suggestions you may have about Maryland. Please write them here. Thank you.

UNIVERSITY OF MARYLAND
BALTIMORE • BALTIMORE COUNTY • COLLEGE PARK • EASTERN SHORE • UNIVERSITY COLLEGE

ASSISTANT TO THE PRESIDENT
FOR UNIVERSITY RELATIONS

COLLEGE PARK, MARYLAND 20742

Dear Maryland Reader:

We need your help so that the University's quarterly magazine can serve you better. You have been selected as part of a random sample to represent our thousands of readers. Your response is vital, therefore, if we are to improve Maryland.

The enclosed questionnaire will take less than 10 minutes of your time. Of course your identity will remain confidential.

Please complete the questionnaire and return it in the enclosed stamped envelope to:

Dr. Cletis Pride
Maryland Survey
Suite 530, One Dupont Circle
Washington, D. C. 20036

Sincerely,

Robert A. Beach, Jr.

Robert A. Beach, Jr.

REMEMBER

We are counting on your response in the Maryland readership survey. If you haven't mailed your questionnaire, would you please do so today. We need your help to make Maryland a better magazine.

UNIVERSITY OF MARYLAND
BALTIMORE • BALTIMORE COUNTY • COLLEGE PARK • EASTERN SHORE • UNIVERSITY COLLEGE

ASSISTANT TO THE PRESIDENT
FOR UNIVERSITY RELATIONS

COLLEGE PARK, MARYLAND 20742

Dear Maryland Reader:

We haven't yet received your completed questionnaire in the Maryland survey. This is a busy time for you we know, but your response will help us give you the best possible magazine.

If you misplaced your original questionnaire, another copy is enclosed. Please take a few minutes to complete it now and return it in the stamped, addressed envelope, also enclosed. Thank you.

Sincerely,

Robert A. Beach, Jr.

Robert A. Beach, Jr.